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ABSTRACT

This selective bibliography contains references to 255 ERIC documents from "Research in Education (RIE)," and "Current Index to Journals in Education (CIJE)," January 1970 - March 1974, related to social development and behavior in children. Topics include peer relationships, interpersonal competence, social attitudes, socialization and sociometric techniques. (SET)

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SOCIAL DEVELOPMENT AND BEHAVIOR: AN ABSTRACT BIBLIOGRAPHY

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SOCIAL DEVELOPMENT AND BEHAVIOR: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography includes entries from Research in Education (RIE), January 1970 through March 1974. Citations of journal articles appearing in Current Index to Journals in Education (CIJE) from January 1970 through March 1974 are also listed. Descriptor (index) terms used in searching RIE and CIJE were: Social Development, Social Behavior, Interaction Process Analysis, Interpersonal Competence, Peer Relationship, Social Attitudes, Sociometric Techniques, Socialization, and Social Relations. Major descriptors (marked with an asterisk*) and minor descriptors appear after each title from RIE. Descriptors are subject terms which are used in the ERIC system to characterize the contents of entries and will help users of this bibliography to identify topics covered in the selections.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked Microfiche only. (See ordering directions in back of this publication.) If a publication is also available directly from other sources, availability is listed below the abstract. A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation.

Articles cited from CIJE are available only in the journals as listed.

SOCIAL DEVELOPMENT AND BEHAVIOR: AN ABSTRACT BIBLIOGRAPHY

References from Research in Education (RIE)

1. Achieving Academic and Social Objectives in Elementary Grades Through Behavioral Analysis. 1972, 86p. ED 074 059

*Academic Achievement; *Behavioral Objectives; *Behavioral Science Research; Behavior Chaining; *Behavior Change; Elementary School Students; *Social Behavior

A Behavior Modification Program was implemented in four classes of a normal public school. These four classes encompassed 93 children ranging in age from 7 to 14 years. Included in the project was a second grade, a third grade, a sixth grade, and a seventh grade. The primary focus of the program in the second, sixth, and seventh grades was upon increasing the academic performance of the children through a variety of methods, including the use of student tutors and points for correct work. In the third grade the primary focus was upon control of extremely high rates of disorderly behavior through the use of a home-based management system. The results revealed that in each of the three classes where academic performance was the primary variable, statistically significant differences were obtained on the Metropolitan Achievement Tests when compared to control groups. Further, all classes increased in number of academic levels passed. Additional experiments indicated that a) it was the point reinforcement system which controlled the children's rate of academic performance, b) student tutors led to increased levels and academic performance when compared to periods when no tutors were present, and c) the academic performance of the tutors was facilitated by the process of teaching other children. A two-item bibliography is included.

2. Adams, Paul; And Others. Children's Rights; Toward The Liberation of The Child. 1971, 248p. ED 067 860
Document not available from EDRS.

*Children; *Civil Liberties; *Discriminatory Attitudes (Social); Educational Objectives; Educational Philosophy; Family (Sociological Unit); Family Attitudes; Family Influence; Social Developments; *Social Discrimination; Social Influences; *Socialization; Social Relations; Social Values

The six essays included in this volume apply the philosophy that only those children who are reared in complete freedom will grow up whole and free, and attack the institutions which can shape and distort the lives of children-schools, courts, and the family. The introduction discusses the dilemmas of those who would free the child within

society and offers priorities for the would-be liberators. Leila Berg, a specialist in early childhood education, reviews what has been done in both England and America toward recognition of the rights of children and suggests the sort of opposition further efforts can expect. Psychiatrists Paul Adams and Robert Ollendorff describe the present situation of children in relation to parents and society. Educator A.S. Neill shows how the recommendations of these two authors can be carried out in practice, and the deficiencies of the official attitude toward children are exposed in the last two chapters by Nan Berger, a freelance journalist and former civil servant, and Michael Duane, who was head of Risinghill, an experimental school for working class children.

Availability: Praeger Publishers, Inc., 111 Fourth Avenue, New York, N.Y. 10003 ($6.95)

3. Anderson, Scarvia; Messick, Samuel. Social Competency in Young Children. 1973, 39p. ED 082 812

Anti Social Behavior; Cognitive Development; *Early Childhood Education; *Educational Objectives; Intelligence Quotient; *Interpersonal Competence; Self Concept; *Social Behavior; *Social Development; Socialization; Social Values

This report capsulizes the problems of defining the meaning of social competency in young children in relation to a panel discussion held in January 1973. Four approaches are discussed: (1) the "bag of virtues" approach (2) the "industrial psychology" approach, (3) the normative-expectation approach, and (4) the theory-guided approach. Seven conceptual distinctions important in defining social competency, and twenty-nine statements that represent facets of social competency in young children are outlined. Implications for measurement, research, and policy, and an index of competency variables are included.

4. Atkin, Charles K.; Ed.; And Others. Television and Social Behavior; An Annotated Bibliography of Research Focusing on Television's Impact on Children. 1971, 153p. ED 056 478

Aggression; *Annotated Bibliographies; Audiences; *Children; Demography; *Films; Information Sources; Programing (Broadcast); *Social Behavior; *Television; Television Surveys; Violence; Visual Stimuli

Approximately 300 annotated references to research on the impact of television and other visual media on the behavior and development of children are presented in three sections of this bibliography.

The first section consists of reports about the type of fare offered to the public and the values and picture of life it presents. Literature in the second section deals with the viewers of television in their lives, and the relationships between demographic variables and the viewers' program preferences. Research which assesses specific effects of viewing particular forms of visually presented stimuli is described in the third section. The scope of the review is limited to the entertainment and informational aspects of television, and citations are provided only for books and research papers up through January of 1971. An additional 250 references are included in an unannotated suppiemental list.

5. Baker, Jean M.; And Others. Bicultural Socialization: A Group Process Approach to Bilingual Instruction. Case Study Report. 1971, 41p. ED 059 021

*Anti Social Behavior; *Behavior Change; Bilingual Education; Case Studies (Education); *Group Behavior; *Leadership Training; Methods Research; Positive Reinforcement; *Reading Habits; Reading Interests; Rewards; Students Behavior

Three studies were carried out to explore and evaluate alternative methods of meeting the objectives of a bilingual education project. The first study explored children's book usage behaviors and how these behaviors were influenced by the requirement to fill out book reports and a reward reinforcement. It was found (1) that fewer children sampled books as a result of the report requirement, but those who did tended to stick with one book and read it more thoroughly and (2) that the reward reinforcement system had a significant effect on encouraging reading and reporting. The second case study investigated a second-grade boy's extremely disruptive behavior in the classroom. Recorded data showed that when the teacher used positive social reinforcement and a token system to encourage good behaviors, frequency of the disruptive behavior dropped imensely, but it climbed up again when the token system was discontinued. The third study dealt with children's leadership behaviors. Data on children's behavior were collected at different phases before and after a training on group participation and leadership. Results showed that the training had positive effects on chidren's behavior and attitude. Tables and charts are included.

6. Baker, Jean M.; Martin, James. Bicultural Socialization: A Group Process Approach to Bilingual Instruction; Behavior Observation Schedules. 1971, 71p. ED 062 383

*Behavioral Science Research; Behavior Change; *Bilingual Education; Check Lists; Classroom Techniques; Data Collection; Evaluation Techniques; *Group Activities, Instructional

Innovation; Leadership; *Observation; Reinforcement; Reliability; Social Behavior; *Socialization; Spanish Speaking; Student Behavior; Teacher Aides; Teacher Behavior;

These 11 behavior observation schedules were developed to serve as a source of data for evaluation experimental variations in instructional procedures and classroom organization, and for monitoring changes in teacher, teacher aide, and child behaviors.

7. Barclay, James R.; And Others. The Influence of Paternal Occupation on Social Interaction Measures in Elementary School Children. 1972, 24p. ED 062 393

Check Lists; *Elementary School Students; *Environmental Influences; Expectation; Factor Analysis; *Fathers; Grade 4; Grade 5; Grade 6; Interaction; *Occupations; Peer Relationship; Self Evaluation; Sex Differences; *Social Behavior; Statistical Analysis; Student Teacher Relationship; Vocational Interests

To determine the specific nature of the environmental "press" derived from paternal occupation on the social interaction of children in the classroom, 1,386 elementary children were administered the Barclay Classroom Climate Inventory. Results are presented according to the fathers' occupations.

8. Barclay, James R. Measuring the Social Climate of the Classroom. 1971, 12p. ED 051 277

Behavior; Classroom Environment; Classroom Observation Techniques; *Computer Oriented Programs, Curriculum Evaluation; Educational Strategies; Elementary Grades; Expectation; Group Relations; *Interaction; Interpersonal Competence; *Intervention; Measurement Techniques; Peer Relationship; Rating Scales; *Self Evaluation; *Student Evaluation; Student Teacher Relationship

The Barclay Classroom Climate Inventory, an instrument designed to measure self-competency skills, peer evaluation, vocational awareness, and teacher judgments of elementary school children is outlined. A brief review of the literature is presented, with a discussion of the parts of the instrument and the methods whereby the scores derived from independent sources (self, peer group, and teachers) are converted into a unique narrative report about the child which interprets the data more effectively than human analysis. The instrument provides information concerning the behavioral and social skills of individuals in the classroom, and the group characteristics of the classroom which

foster a learning environment. See also ED 051 278.

9. Barclay, James R.; And Others. Behavioral And Achievement Correlates of Social Interaction Variables In the Elementary Classroom. 1972, 32p. ED 062 394.

*Academic Achievement; Analysis Of Variance; Behavior Patterns; Behavior Rating Scales; Classroom Enviroment; Computer Oriented Programs; *Correlation; Data Analysis; Educational Diagnosis; *Elementary Grades; Interaction; Multiple Regression Analysis; Observation; Peer Relationship; Self Evaluation; Sex Differences; *Social Behavior; Student Needs; Systems Approach; Teacher Influence; *Test Validty

The purpose of this study is to report a behavioral observation validation of a multiple social interaction measurement instrument entitled the "Barclay Classroom Climate Inventory." This instrument measures social interaction in the elementary classroom as derived from self-report, peer judgments and teacher expectations. It provides an integrated need assessment system for use in diagnostic planning of curricular and behavioral interventions. In this study, an effort was made to relate psychometric variables to actual observed behavior in a number of classrooms of the Corpus Christi public schools over a ten-day period, with 700 elementary children as subjects of observation.

10. Barclay, James R. Multiple Input Assessment and Preventive Intervention. 1973, 12p. ED 076 699

*Classroom Environment; *Diagnostic Tests; Elementary Grades; Intervention; Peer Relationship; *Psychological Characteristics; Rating Scales; Self Evaluation; *Social Development; *Student Characteristics; Teacher Attitudes

The Barclay Classroom Climate Inventory is a multi-method, multi-trait inventory, derived from self-report, peer nominations and teacher judgments, offering a description of a student's characteristics in the classroom group and in grades, schools and other units. Traits of psychosocial development and extroversion introversion groupings of scales form multi-method factors that describe an educational environment in terms of task-orientation, social interaction, disruptiveness, seclusiveness, and like dimensions. The inventory consists of: (1) a self-report section that includes a list of self-competencies, occupations or skills of possible interest, and a list of possible reinforcers: (2) a group section of 26 sociometric

nominations in areas similar to the self-report section: and (3) a teacher section of 62 adjectives for checking those typical of the child. Reliability and validity studies have been made. The multiple inputs from self, peers and teachers are integrated via a computer program into a written report and several tables that describe suspected problems of children. Judgments are based on factor scores and utlize conditional statements to examine alternatives. Eight problem areas have been identified: self-concept deficits, group interaction deficits, self-management deficits, verbal skill deficits, physical skill deficits, vocational development deficits, cognitive-motivation deficits, and poor attitude toward school. The inventory can be used to ascertain the distinctive characteristics and problems of particular grades and schools and provide clues to the specific type of intervention needed.

11. Barnett, John. Fort Worth Project: Central Cities Educational Development Center. 1972, 30p. ED 067 159.

Behavior Patterns; *Cognitive Development; Curriculum Guides; *Disadvantaged Youth; Educational Equality; Instructional Programs; Intervention; Learning Readiness; Parent Participation; *Preschool Programs; *Program Descriptions; Program Evaluation; *Social Development; Socioeconomic Influences; Teaching Models; Unit Plan

A learning model is designed to provide underprivileged children, aged 2 to 5, with opportunities and experiences to help develop academic skills, develop a positive self-image, develop confidence in capability to achieve, and provide essential physical necessities. Evaluation of the preschool educational system indicates that the program provides skills and traits necessary for full participation in American society and teaches children additional behaviors, values, and modes of communication with acceptance of and sensitivity to the child's home and neighborhood culture. The program begins instruction at a level consistent with the child's experiences and paces each additional step. Costs of about $3000 per year per student are found to be balanced by benefits in affective, cognitive, and psychomotor developments. Intervention is necessary for disadvantaged children to have a reasonable opportunity to be ready for school, and intervention employing this instructional program is more effective in producing cognitive and language enhanced performance than that of conventional day care programs or public school programs serving children from the same socioeconomic and ethnic backgrounds.

12. Blumenfeld, Phyllis. The Development of Materialistic Values During Middle Childhood. 1972, 66p. ED 080 575.

*Beliefs; Child Development; Data Analysis, Doctoral Theses; *Elementary School Students; Interviews; Moral Development; *Research Proposals; *Social Development; *Social Values; Test Construction

A dissertation proposal is made to study the development of materialistic values during the years of middle childhood and to determine whether the pattern of development is different for children of various ages, sexes and socioeconomic backgrounds. The development of materialistic values will be studied in regard to the beliefs of children during the elementary school years about the instrumental value of materials goods for attaining certain goals for ends. The major portion of the study will be concerned with developing an interview instrument which will consist of a set of standard questions combining multiple choice, paired comparison, and questions and stories involving objectively scorable open-ended responses. The instrument will be administered individually to 120 boys and girls aged five, eight and eleven years. The children will be selected at random, half from a lower class and half from a middle class elementary school. Reliability will be determined using a split-half technique. An analysis of variance will be computed for each of the scales.

13. Boger, Robert P.; Cunningham, Jo Lynn. A Longitudinal Study Of The Social Development Of Three-And Four-Year-Old Children In A Preschool Program. 1972, 36p. ED 068 883.

Cognitive Development; Early Childhood Education; Human Development; *Preschool Children; Preschool Curriculum; *Preschool Education; Preschool Evaluation; *Preschool Programs; *Preschool Teachers; *Social Development

An extensive longitudinal research effort conducted through the Early Childhood Research Center at Michigan State University focused on understanding the forces leading to positive social and emotional development during the preschool years. Because of the rather limited base which was available from other studies for launching such an effort, major attention was devoted within the project to the development of research strategies, particularly instrumentation and analytic techniques which were thought to be appropirate to the dimensions of interest. The two major project phases plus a one-year pilot study each involved thirty-two three-and-four-year-old children divided between two preschool classes, each of which was stratified with respect to three demographic variables. An extensive battery of measures was used for collection of data for this project. Differences in behavior were found and attributed to differences in the teachers' approaches in setting up activities and in initiating and guiding the children's choices of play.

14. Brandt, Richard M. An Observational Investigation of Instruction and Behavior in an Informal British Infant School. (Full Report). 1972, 53p. ED 073 823.

*Classroom Observation Techniques; *Early Childhood Education; Educational Research; *Interaction Process Analysis; Measurement Instruments; *Program Evaluation; Student Behavior; *Student Teacher Relationship; Tables (Data); Teacher Behavior; Technical Reports

The nature of on-going instructional processes and pupil experiences were studied in two classes of a British infant school. Using PROSE (Personal Record of School Experience) as the primary observation instrument, 24 children, aged five through seven years, equally divided as to sex, were observed during seven days. A total of 9 cycles and 45 events were recorded for each of the children. The events relate to the nature of contacts (verbal or nonverbal) that the child has with adults, peers, and materials. Results of the study are provided as to: General Organizational Patterns; Teacher Behavior and expectancies; Teacher Questioning; Instructional Teaching and Content; Manifest Teacher Affect; Pupil Behavior; Adult Contacts; Peer Contacts; Task Involvement and the Nature of Tasks; Manifest Affect of Pupils; and Pupil Behavior Differences. Some of the noteworthy findings are: (1) certain teacher expectancies were apparent in directions given and behavior reinforced; (2) for about half of each school day, children were involved in projects and activities of their own choosing, with teachers providing general supervisory and tutorial assistance; (3) the most dominant type of teacher activity during these periods was listening to children and raising questions about activities and progress; (4) some teacher differences were seen in showing-telling activities and in controlling behavior; (5) over the entire school day, children interacted with an adult 29.3% of time on the average, with a peer 20.4%, with appropriate tasks 28.2%, and were inappropriately engaged 22.1% of the time. The study data are given in 17 tables.

15. Bronson, Gordon W. Early Determinants of Reactions to the Unfamiliar. Final Report. 1972, 50p. ED 059 796.

*Behavioral Science Research; Child Development; Early Childhood; *Environmental Influences; *Infant Behavior; *Interpersonal Competence; Social Behavior; *Stimulus Behavior

The early development of wariness toward unfamiliar persons and novel objects is examined. Data are based upon the reactions of 32 infants who were repeatedly observed, over the age period 3 to 9 months, as they responded to the near approach of a stranger, and to a

variety of new objects. Signs of wariness toward unfamiliar persons began to appear during the fourth month of life, and became increasingly frequent in the second half of the first year. In the second six months of life, the conditions of an encounter strongly affected the incidence of wariness provoked by the stranger (E.G., whether the infant was in mother's arms or was picked up by the stranger), and by these ages various aspects of an infant's interpersonal history had begun to determine the quality of his response. At all ages the novel objects promoted mainly exploratory interest, and only at 9 months did some minimal signs of wariness appear. Detailed consideration has been given to the parameters affecting reactions to the unfamiliar, including the temperament of the infant, the qualities of the unfamiliar stimulus, the nature of the encounter situation, and the age and experiential history of the infant. It is tentatively concluded that toward the latter part of the first year infants may be entering a period in which the quality of their environment is important in determining their future social orientation.

16. Brown, Jeanette A.; MacDougall, Mary Ann. The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms. 1973, 15p. ED 075 386.

Behavior Change; *Classroom Environment;*Classroom Observation Techniques; *Elementary Education; Interaction Process Analysis; *Interpersonal Relationship; Peer Acceptance; Self Concept; *Student Teacher Relationship

This study investigated the interdependence of teacher and pupil behavior in the elementary school classroom. Phase I of the study provided teachers with opportunities to observe their own classroom behaviors and to learn how these behaviors influenced the classroom learning environment. A Self-Perceptions Index was used to measure the impact to this training. Phase II of the study investigated the impact of systematic social skill training on the affective perceptions of children with varying social and cultural backgrounds. The Self-Perceptions Index and a Peer Acceptance Index were used to measure the impact of this training. Results of phase I upheld the hypothesis that, given the opportunity to examine, discuss, and model behaviors, teachers would manifest behaviors which would increase the positive self-perceptions of their students. Results of Phase II showed that increased peer acceptance decreased the self-acceptance level of the students.

17. Coates, Brian; And Others. The Stability of Attachment Behaviors in the Human Infant. 1971, 21p. ED 057 911.

*Infant Behavior; Mothers; *Parent Child Relationship; *Social

Development; Testing

The stability of eight attachment behaviors was investigated in two samples of infants. One sample observed at 10 and 14 months of age, the other sample at 14 and 18 months. For each testing period, the infants were observed during two sessions: (A) in the presence of the mother; and (B) before, during, and after a brief seperation experience. Correlational analyses were performed to assess within-session stability, Day-to-day stability, and stability across a 4-month period. There was little stability of any kind for visual regard and vocalizing to the mother or in crying and three behaviors indicating orientation to the locus of the mother's disappearance. In contrast, both short- and long-term stability were found for touching and proximity to the mother. The results point to the hypothesis that attachment behaviors do not form a uniformly stable system in 10-, 14-, and 18-month-old infants.

Also available from: Brian Coates, Department of Psychology, University of North Carolina, Chapel Hill, North Carolina 27514

18. Coleman, James S. How Do The Young Become Adults? 1972, 22p. ED 061 556.

Institutional Role; *Role Theory; *School Role; *Social Development; *Socialization; Vocational Development; *Youth

This paper examines the current and changing roles of the school, family and workplace in the development of young people into adults. Due to changes in these institutions, young people are shielded from responsibility, held in a dependent status, and kept away from productive work-all of which makes their transition into adulthood a difficult and troublesome process. The paper suggests that the young need to be provided with a variety of skills so they can more easily and effectively make the transition to adulthood. The role of the school should be to provide only intellectual skills, while other skills may be more effectively learned through active participation in the occupational institutions of society.

19. Collins, W. Andrew. Developmental Aspects of Understanding and Evaluating Television Content. 1973, 10p. ED 075 096.

*Age Differences; Aggression; *Cognitive Development; *Comprehension Development; Literature Reviews; *Social Behavior; Social Values; Speeches; *Television Viewing

Age differences affect children's understanding and evaluation of television content, and these differences may be related to social behavior after watching television. One type of age-related changes concerns changes in the cognitive skills that children must use to comprehend content. Studies have shown that children as old as third graders remember little of a plot, that children's knowledge of the motives and consequences for aggression increase with age, as do their abilities to reconstruct sequences and identify causal relationships. These qualitative changes reflect cognitive growth involving learning of task-relevant cues, aspects of memory, improvement of selective attention and inferential abilities. A second type of age-related changes concerns changes in the bases that children use for evaluating social acts in general. Studies have shown that children of different ages are likely to use different criteria for evaluating a televised model's actions; there is a major shift at about age nine or ten from consequences-based to motive-based evaluations of actions. These age differences should be a major concern in future work on the television viewing-social behavior relationship. For very young children, representations of aggressive acts they have seen on television often stand along as guides for later bahavior, while older viewers are much more likely to have a representation of the action modified by knowledge of the motives and consequences associated with it. Studies of the idea of a cognitive mediator, a conceptualization of the mechanism for the effect of a single television program, are underway. Apparently the temporal contiguity of motives, aggression, and consequences facilitates comprehension for younger children.

20. Colton, Craig W.; Morrione, Thomas J. Outdoor Recreation Behavior as Viewed from a Symbolic Interactionism Perspective. 1973, 16p. ED 083 185.

*Behavior; *Interaction Process Analysis; *Outdoor Education *Physical Education; Physical Environment; *Recreational Activities; Social Relations

This paper analyzes past studies of outdoor recreational behavior from the point of view of symbolic interactionism. This presepctive focuses directly on the manner in which individuals interpret the words and behavior of others, as well as their own physical environment. The first part of the analysis examines some recent definitions of recreation and data on outdoor recreation. The second part is devoted to a social-psychological scrutiny of this form of human action. Specific attention is given to demonstrating the usefulness of symbolic interactionsim as a way to regard outdoor recreational behavior as a learned and symbolically transmitted social action.

21. Comstock, George A. Television Violence: Where The Surgeon General's Study Leads. 1972, 19p. ED 066 932.

Aggression; *Children; *Policy Formation; Reseach Needs; Social Behavior; *Socialization; *Television; *Violence

When judiciously interpreted, the findings of the report to the surgeon general on television and social behavior cannot support any conclusion other than that televised violence is a cause of aggressiveness in children and young people. Given this interpretation, policy guidance reseach into the effects of television on society should include validation studies; field studies and panel surveys; and high priority issues such as social and psychological processes which influence who televised violence affects aggressiveness, mitigating condition, prosocial effects of televised violence, and prosocial influences of television. Policy studies should include production--the social and economic mechanisms for freeing production from competition that makes violence so attractive; programming--the social and economic dynamics for reducing the utility of violence as a means of gaining audiences attractive to advertisers; and consumer action--social mechanisms by which various concerned public groups can learn what they should do, and broadcasters can become more conscious of public needs and dissatisfaction.

22. Crockenberg, Susan; Bryant, Brenda. Helping and Sharing Behavior in Cooperative and Competitive Classrooms. 1973, 29p. ED 081 497.

*Altruism; *Classroom Environment; *Classroom Observation Techniques; *Elementary Education; Grade 4; Imitation; Reinforcement; *Social Behavior; Student Teacher Relationship; Teacher Behavior

This pilot study investigates the socializing effect of school environments, specifically with respect to helping and sharing in children. Environmental conditions presumed to promote the development of helping and sharing in children are: (1) interdependent goals, (2) modeling, (3) reward of helping and sharing, (4) awareness of others' feelings, and (5) use of control or power. The Teacher Observation Scale was developed, based on 4 months' observation of 4th-grade classrooms and was tested for inter-observer reliability in 96 observation sessions. Two classrooms were selected and an extreme groups approach was used. Class A was designated as cognitively oriented; Class B, socially oriented (based on the principal's judgment of teacher behavior and classroom structure, and teachers' descriptions of their goals. Teacher A was expected to encourage helping behavior; Teacher B was expected to be less likely to do so. The Learning Enviornment Inventory for Young

Children was administered to determine students' environmental perceptions. It was predicted that Class A students would show more altruistic behavior than Class B students. The Observation Scale, applied to both classes, varied in the predicted direction on teacher dimensions. Analyses of children's preceptions and behavior provided using a naturalistic/observational approach to study children's altruistic behavior is presented.

23. Daily, Frances M.; Phillips, James A., Jr. Teacher Verbal Behavior and Classroom Social Structure. 15p. ED 075 389

Classroom Research; Elementary School Students; *Interaction Process Analysis; *Peer Relationship; *Social Structure; *Teacher Behavior; *Verbal Communication

The fundamental differences in classroom social structure and the effect of teaching behavior on the unique patterns of classroom social structures were studied. Subjects included fifth-grade classrooms with female teachers in a small city school system. Eighteen clasrooms with a total of 576 children fit these criteria. Instrumentation included sociometric variables rendered visible through the sociogram and teacher behavior variables measured by Flanders Interaction Analysis. The research confirmed that, in this sample, statistically significant relationships do exist between categories of verbal behaviors of teachers and patterns of peer relationships among their pupils. A broad spectrum relationship between direct and indirect teaching styles and peer relationship patterns was not confirmed.

24. Damron, Wilbur T. Uses of Video Tape in Sociometric Testing At The North Hills Project. 1972, 3p. ED 061 746

*Retarded Children; *Sociometric Techniques; *Video Tape Recordings

A study was devised to test usefulness of sociometric techniques and videotaping with retarded subjects. There were four levels of utlilization of videotaping used in the project. Retarded children participated in all conditions, and one child was also allowed to view playback of himself from a testing session. Normal children were used in testing with photographs (with videotapes being used for storage and analysis) and also for video of games. General findings indicate that retarded children seemed to be less distracted by the videotape equipment, that there might be some therapeutic value in allowing retarded subjects view their own activities, and that there appears to be a direct correlation between results (for sociometric testing) of using photographs and video methods.

25. Dreyer, Albert S.; Dreyer, Cecily A. Family Interaction and Cognitive Style: Power Around the Dinner Table. 1973, 11p. ED 078 916
HC not available from EDRS.

*Cognitive Processes; *Family Influence; *Interaction; Kindergarten Children; Parent Influence; Participation; Power Structure; Sex Differences; *Social Behavior; Technical Reports

Research was conducted to study environmental factors associated with the development of cognitive style in children. The hypothesis was that the parents of field-independent children grant them more autonomy and power than do parents of field-dependent children. The sample consisted of 38 white, middle-class kindergartners, 19 boys and 19 girls, and their parents. Half of each sex were highly FD; half were highly FI. Observations were made of family interaction in the natural setting of the home around dinnertime. Conversation and behavior were analyzed according to content variable, such as kinds of influence and assistance behaviors, and process variables, such as participation rates and interruption rates as indicators of control behavior. Formulas for the measure of participation, dominance, and interruption were used in analyzing conversation. Results led to the modification of the original hypothesis. On measures of social interaction involving active, assertive kinds of behavior, the FI boys participate more; other data indicate they initiate and terminate more social interaction than the other groups of children. The FI girls are less actively involved in this sort of social participation with their families. On measures of social interaction where sensitivity to the subtleties of the social field are necessary, the FD children, especially the girls, function more effectively.

26. Dupuis, Mary M., Ed.;And Others. A Research and Development Agenda For the National Institute of Education. 1972, 95p. ED 067 517

Budgeting; *Cognitive Development; *Educational Objectives; Educational Practice; *Educational Research; Emotional Development; *Federal Government; Legislation; Management; Physical Development; *Social Development

This is one of several papers written to provide a rationale for programs of the new national institute of education (NIE). The basic elements of the rationale for each proposed NIE program and the sequence in which they will be discussed are: (1) educational Goals to be achieved, (2) variables that can be manipulated to reach the goals, (3) current practice and status of R&D on the

variables, (4) new R&D programs that might lead to goal achievement, and (5) management and budget recommendations. The research and development programs derived from this rationale fall into four areas defined by NIE legislation: (1) basic research to increase the fund of knowledge about education, (2) imporvement of current educational practice, (3) activities to build the R&D capability of the country, (4) programs to solve major educational problems. The selection of learner goals, enabling goals, and systems goals is based upon the opinions and work of many people and a wide range of literature sources. Learner goals have three areas: social-emotional development, cognitive development, and physical development. enabling goals include effective selection and training of persons who work in education and effective dissemination of R&D results. System goals include productivity, access, and participation.

27. Duval, Merlin K. Statement Before The Senate Commerce Committee Subcommittee on Communications. 1972, 6p. ED 060 664

Aggression; Children; *Commercial Television; Programing (Broadcast); *Social Behavior; Speeches; Television; Television Research; *Violence

The impact of television (TV) on children has bee examined many times, and concern over potential connections between viewed violence and antisocial behavior has grown. The national commission on the causes and prevention of violence concluded in 1969 that violence on television encourages real violence, especially among the children of poor, disorganized families. The report of the Scientific Advisory Committee to the surgeon general concerning past studies and the five volumes of commissioned research on television and social behavior makes a major contribution to understanding to role of television in influencing the social behavior of children. The report and its underlying research make clear that there is evidence to support the hypothesis that the viewing of violence on television can lead to antisocial behavior. This is particularly disturbing because violence figures so prominently in television entertainment. While it is clearly beyond dispute that a reduction in the violent content of television is most desirable, it is not our place to suggest means for achieving this. However, we are carefully analyzing the report to identify additional follow-up study areas so that we can broaden our base of knowledge.

28. Emmerich, Walter. Structure And Development of Personal-Social Behaviors in Preschool Settings. ETS Head Start Longitudinal Study. 1971, 223p. ED 063 971

Black Community; *Classroom Observation Techniques; *Cognitive Development; Cognitive Measurement; Correlation; Economically Disadvantaged; *Measurement Techniques; Personal Growth; Sex Differences; *Social Development; *Socioeconomic Influences

As part of an ongiong longitudinal study of early cognitive, affective, and social development in economically disadvantaged children, this investigation assessed the classroom behavior of 500 urban preschool children from Portland, Oregon, St. Louis, Missouri, and Trenton, New Jersey. The majority were black and enrolled in Head Start. Primary aims were to find the structure of classroom behavior. Examine similarities and differences in structure among subgroups and test (mean) differences among subgroups on measures of personal-social constructs. The instruments used in the system of measurement were the Bipolar and Unipolar scales and the manual of scale definitions. Major topics reviewed in detail are: Method; Structural Analyses: Procedure; Structural Findings; Further Results of the Fall (1) X Spring Samples: Results of the Fall (1) X Fall (2) Sample; Construct Correlates of Masculine-Feminine and Dependent-Independent; Components of Adult and Child Orientation; and Conclusions. Fifty-three references are cited. Summarized in 29 tables is a breakdown of samples of construct- and component measures according to age, sex, and period of observation (Spring or Fall).

29. Fitzhenry-Coor, Ina; Buckholdt, David. A Procedure for Recording Sequential Patterns of Social Interaction in the Classroom. 1973 18p. ED 083 136

*Classroom Observation Techniques; *Interaction; *Interaction Process Analysis; Observation; *Student Behavior; *Teacher Behavior

A classroom observation procedure for recording and quantifying complex, sequential interactions between subject and teacher or peers has been developed. Two instruments, used in tandem, test hypotheses concerning the consistency of the subject's interactions. The Sequential Record, which is used to record observation, is analyzed for repetitious patterns of social behaviors. These patterns are tested quantitatively over time-series observations with the Interaction Recording Sheet, a tabular format containing 35 categories of student or teacher/peer behaviors. Categories are marked continuously and in sequence throughout the observational period; specific patterns of three to six points of interaction are drawn from the data and quantified.

30. Fontes, Norm; And Others. An Application of Force Aggregate Theory in Family Communication Networks. 1973, 20p. ED 077 059

Attitudes; *Communication (Thought Transfer); *Family Life; *Information Theory; Interaction Process Analysis; *Interpersonal Relationship; *Marriage; Parent Influence; Social Action; Social Attitudes

This study explores the effect that divorce has upon interpersonal influence in family communication directed at children. A paradigm utilizing Woefel's Forced Aggregate theory was developed for exploration of the problem area. A number of practical and theoretical implications are presented. The research is intended to have far-reaching theoretical benefit for the social sciences in general in terms of information theory and network analysis. Its social significance lies in its applicability to a very severe problem area in society, namely a method by which courts can review their initial custodial decisions at a later point in time to determine whether the original decision should be modified because of changes in the family system. The possibility exists that this research may shed light on the causes of juvenile delinquency in such areas as illegal drug usaged and vandalism.

31. Funaro, George J. Interpersonal Communication and the Science Classroom. 1973, 7p. ED 080 335

*Humanities; *Interpersonal Relationship; *Opinions; Science Education; *Science Teachers; Teacher Attitudes; *Teacher Behavior; Teacher Role

Based on the assumption that most science teachers are fairly comfortable and well informed in the cognitive area, the author concentrates on the presentation of man as an emotional and a feeling creature. An attempt is made to describe how perceptions, values, and feelings affect him and how he attempts to protect or reveal himself. In relation to his contact with students, he concludes that the classroom is, before anything else, a place where human beings come together to learn about themselves and the world they live in. If it is to accomplish these purposes, then it must be something more than a microcosm of life - a setting supportive of the development of humanness - an environment of emotional involvement where both student and teacher risk the exposure of real feelings and values in a mutual effort to enhance the quality of human interaction.

32. Gampel, Dorothy H.; And Others. An Observational Study of Segregated and Integrated EMR Children and Their Nonretarded Peers: Can We Tell The Difference By Looking? Volume 2, Number 27. 1972, 41p. ED 062 747.

*Bahavior Patterns; *Educable Mentally Handicapped; *Exceptional Child Research; *Interpersonal Relationship; Mentally Handicapped; Observation; Peer Relationship; *Regular Class Placement; Statistical Data

An observational study explored whether characteristic behavioral patterns of an educable mentally retarded (EMR) population were unique and served as a label for identification in the social milieu. Of particular interest were differences between EMR chldren who were integrated into the regular clasroom and their non-retarded peers. A time-sampling method was used to count frequencies of 12 behavior categories selected to cover attention, deviance, and communication issues. One of the clearest findings was that the integrated and special class children engaged in significantly less interpersonal interaction than did their non-retarded peers. Differences between the groups also emerged in terms of behavior patterning. Factor analysis of the behavior categories yielded three factors, one identified with the special class EMRS (unusual guy syndrome) and the other two correlated with the non-EMR control children (bad guy and good guy syndromes). The integrated children were described less by an identifiable pattern of their own than by the absence of a pattern. It was thought that the integrated children may be avoiding engaging in any noticeable active behaviors.

33. Goldman, Ralph M. "Roles People Play" Kit. 1971, 41p. ED 059 930.

Elementary Grades; Instructional Materials; International Education; *Occupational Guidance; Peace; *Role Perception; *Role Playing; Role Theory; Secondary Grades; Social Development; *Socialization; *Social Studies

The draft materials in this kit were prepared for classroom experimentation employing the role instruction approach to social studies and occupational instruction at elementary and secondary levels. A major aspect of socialization consists of the roles one learns. Role instruction is designed to transmit role information in a deliberate and systematic manner so that each student can: A) become fully aware of the role learning in his daily experiences; B) grasp the implications of different roles for his social and occupational life; and C) comprehend the impact of role-learning on the development of his own personality. The kit contains cards and booklets (the latter not yet available) that may be used by both students and teachers. Cards include: 1) basic concept cards. Explaining the meaning of role, personality,

and position; 2) role information cards, descriging the various kinds of information units related to each social role; 3) orienting discussions, to introduce the student to real-life manifestations of role behavior, the multiplicity of roles learned by each person, etc.; 4) several role-study exercises; 5) selected role scripts (auto mechanic, mother, world citizen, soldier, and others); and, 6) a guide to evaluation of student attitudes toward specific roles. Finally, ways to apply several of these role exercises to war/peace situations are suggested.

34. Gottfried, Nathan W.; Seay, Bill. An Observational Technique For Pre-School Children. 1970, 13p. ED 058 293

Behavior; *Behavior Development; Behavior Patterns; Caucasians; Negro Youths; *Observation; *Peer Relationship; *Preschool Children; Reliability; *Social Behavior; Social Development; Socialization

A method for direct observation study of early peer-social and object directed behavior in humans was designed to articulate with techniques widely used in studies of social behavior of infra-human primates. Occurrence of behavior fitting the definitions of each of six categories of object behavior and nine categories of social behavior is noted once during each 15-second interval. The number of recorded intervals in a 15-minute session provides the basic scoring unit. Observer reliabilities were estimated from paired data for four observers. Thirty-eight negro and caucasian children, ages three through five years, were observed in 3-child play groups. Median reliabilities of .95 and .81 were obtained for object and social behavior categories respectively.

35. Gottlieb, Jay; Budoff, Milton. Social Acceptability of Retarded Children In Nongraded Schools Differing in Architecture. Volume 2, Number 28. 1972, 17p. ED 062 748

Architectural Programing; *Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Nongraded Classes; *Peer Relationship; Regular Class Placement; School Buildings; *Social Attitudes; Special Classes

The social position of integrated and segregated educable mentally handicapped (EMR) children in a traditional school building was compared to that of EMR children in a no-interior wall school. The results indicated that while EMR children in the unwalled school were knownmore often by their nonEMR peers, they were not chosen as friends more often. Retarded children in the unwalled school were rejected more often than retarded children in the walled school. Also, integrated EMR children were rejected more than segregated

EMR Children.

36. Gottlieb, Jay; Strichart, Stephen. Social Contact, Reward Acquisition, And Attitude Change Toward Educable Mental Retardates. Studies In Learning Potential, Volume 2, Number 26. 1971, 20p. ED 058 708

*Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Peer Acceptance; Reinforcement; *Social Attitudes; *Social Experience; Student Attitudes

To determine whether social contact (forced versus voluntary) and reward acquisition (winning versus not winning) were differentially effective in influencing positive attitude change toward educable mentally retarded children (EMRS), 68 NONEMR males in the fourth through sixth grades were asked to select either a same-sex EMR or NONEMR as a partner for a bean-bag toss game to help them win a prize. Subjects were able to select the EMR voluntarily or were forced to do so by the experimenter. The game was rigged so the experimenter was able to manipulate winning and not winning the game. Baseline attitude data was collected two weeks prior to the experimental task (T-11), immediately following the task (T-2) and two weeks later (T-3). The results indicated that reward acquisition was more effective than social contact on improving T-2 attitudes scores, but that voluntary social contact was more effective in raising T-3 scores. The findings were discussed in terms of the desirability of integrating EMRS with NONEMRS.

37. Gottlieb, Jay; Davis, Joyce E. Social Acceptance of EMRS During Overt Behavioral Interaction. Studies In Learning Potential, Volume 2, Number 21. 1971, 12p. ED 058 703

*Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Peer Acceptance; *Social Attitudes; *Student Placement

The purposes of the study were twofold: To determine whether educable mentally retarded (EMR) students are rejected during overt interactions with NONEMRS, and to determine whether EMRS who were integrated full-time in a nongraded school were perceived by their NONEMR peers to be similar to segregated EMRS or NONEMRS. Forty-two fourth, fifth and sixth graders were asked to select one of two children as a partner to help them win a prize at a bean toss game. Depending upon the treatment, the other two children were either: A segregated EMR and NONEMR, an integrated EMR and a NONEMR, or segregated EMR and an integrated EMR. The results indicated that both integrated and segregated EMRS were chosen less often than

NONEMRS, and that integrated and segregated EMRS were selected equally often. The findings were discussed in terms of the competence versus liking dimension. Also, it was suggested that future investigations might examine the effects of physical deviance on the EMR's social acceptability.

38. Greenberger, Ellen. Psychosocial Maturity Or Social Desirability? 1972, 15p. ED 064 645

*Elementary School Students; *High School Students; *Maturity Tests; Measurement; Measurement Instruements; *Social Maturity; *Sociometric Techniques; Students

The psychosocial maturity scale (PSM) described in several earlier papers is a self-report questionnaire. It is vulnerable, as are other questionnaires of this type, to respondents' wishes to present themselves in a socially desirable light. In this study, scores on two social desirability scales are examined in relation to PSM. Correlations between the two variables are very modest, and the trend in the direction mean scores from Grade 5 to grade 11 is different for social desirability and PSM;indicate that the PSM scale measures a set of attitudes which are distinct from the disposition to "fake good."

39. Greenglass, Esther R. Effects of Age and Prior Help On "Altruistic Lying". 1971, 26p. ED 056 774

Age Differences; Caucasians; *Ethics; Grade 2; Grade 6; *Helping Relationship; Middle Class; *Peer Groups; *Peer Relationship; Social Behavior

This study examines the extent to which the younger (8 years old) and preadolescent (12 years old) child engage in altruistic lying for a peer who is dependent on the child for help in the form of lying behavior. Subjects were 56 Canadian, White, middle class boys. An ostensible peer gave half of the subjects help in winning a prize. The other 28 boys were refused help. One-half of the subjects in both help and refused-help conditions were 8 years old; the other half wereage 12. The peer informed each subject individually that he had committed an accidental transgression and asked to subject not to tell the experimenter about it. When questioned about the accident, 12-year-olds who had received help from the peer were more willing to lie and thereby deny any knowledge of the accident than were 8-year-olds who had also received help. No differences in lying behavior were found between 8-year-old and 12-year-old after they had been refused help by the peers.

Also available from: Esther R. Greenglass, Department of Psychology, York University, Downsview, Ontario, Canada ($3.29)

40. Guthrie, P. D.; And Others. Measures of Social Skills: An Annotated Bibliography. 1971, 28p. ED 056 085

*Annotated Bibliographies; Attitude Tests; Behavior Development; Behavior Rating Scales; Diagnostic Tests; Grade 1; Grade 2; Grade 3; *Interpersonal Competence; Library Collections; Personality Assessment; Personality Tests; *Preschool Children; Preschool Tests; *Primary Grades; Racial Attitudes; Rating Scales; Social Attitudes; Socialization; Social Maturity; Test Reviews; *Tests

Brief annotations of instruments concerned with a variety of social skills measures appropriate for use with children from the preschool level through the third grade are provided. Included are tests designed to measure social competency, interpersonal competency, social maturity, social sensitivity, and attitudes toward others. The annotation provides information concerning the purpose of the test; the groups for which it is intended; test subdivisions or tested skills; behaviors or competencies; administration; scoring; interpretation; and standardization. An age table is also provided which lists the tests alphabetically, indicates the ages for which each instrument is considered suitable, and gives the page on which each annotation appears.

41. Halloran, J. D.; And Others. Television And Delinquency. 1970, 221p. ED 062 755
Document not available from EDRS.

Aggression; Delinquency; *Delinquency Causes; Delinquent Behavior; *Delinquents; Literature Reviews; *Social Behavior; Socially Deviant Behavior; *Television; *Television Viewing; Viewing Time; Violence

In the first part of this book, the nature and extent of social concern with television and its possible effects on delinquent behavior is examined, and research into the nature and causes of delinquency is reviewed. Some attention is given to mass communication research, particularly to research which has addressed itself directly to the media and delinquency question. The second part of the book consists of a report on an exploratory study of the television viewing habits of adolescents placed on probation by the courts. Findings of the research, including that juvenile delinquents did differ from a matched control sample in television viewing behavior and that the differences were most clear-cut for boys, are interpreted

in a concluding section. Leads for further research which have emerged from this work are also discussed.

Availability: Humanities Press, Inc., 303 Park Avenue, South, New York, N. Y. 10010 ($5.00)

42. Hamblin, Robert L.; And Others. The Humanization Processes: A Social, Behavioral Analysis of Children's Problems. 1971, 305 p. ED 062 584

Document not available from EDRS.

Academic Achievement; Aggression; Anti Social Behavior; *Autism, *Behavioral Science Research; Behavior Change; *Behavior Problems; Case Studies; Child Development; *Child Psychology; Disadvantaged Youth; Human Engineering; Language Development; Learning Theories; Reading Instruction; Reinforcement; Remedial Programs; *Social Development

Research and development work performed by the authors as employees of the Central Midwestern Regional Educational Laboratory is treated in this book concerning the acculturation processes through which children develop the essential human characteristics, in particular, the humane processes of humanization. The 10 chapters of the book are: 1. Introduction; 2. The Young Child; 3. Inner-City Children; 4. Inner-City Classes: Problems and Procedures; 5. The Hyperagressive Child; 6. Two Aggressive Lives; 7. The Autistic Child: An Introduction; 8. Autism: Its Remediation; 9. Infantile Autism: A Case Study In Remediation; and 10. Theoretical Conclusions. The two Appendixes to the book present the mathematical properties of learning curves and references. An author and a subject index is provided.

Availability: Wiley-Interscience, A Division of John Wiley & Sons, Inc., 605 Third Avenue, New York, N. Y. 10016 (No price given)

43. Hamsher, J. Herbert. Children's Understanding of Emotions and Interpersonal Causality. 1972, 6p. ED 058 934

Behavioral Science Research; *Child Development; *Emotional Development; Individual Differences; *Interpersonal Competence; *Measurement Instruments; *Vocabulary Development

The specific purpose of the research discussed was to develop an instrument which would permit assessment of individual and developmental differences in the acquisition of abilities to understand and utilize emotional and psychological facets of

interpersonal behavior. Emotional insight was assessed in 81 male and female children between the ages of 6 and 13 years, using 12 stories that were presented in cartoon form, each on a 16 x 20 card. No conversation was depicted in the cartoon sequences; the number of frames varied from 9 to 11. Included in the frames were nonverbal cues indicative of an appropriate emotion and behavior which was based on the emotion. The stories varied in the degree of sophistication required to interpret them. After each child viewed a cartoon sequence, he was asked to tell the story twice, as the child saw it and as the other people in the story would tell it. After viewing all 12 sequences, each subject was given a peabody vocabulary test. Results show that the technique permits assessment of individual developmental rates and sequences, as well as antecedents and consequents of emotional interpersonal insight.

44. Hartup, Willard W. Violence in Development: The Functions of Aggression in Childhood. 1973, 26p. ED 084 026

*Age Differences; *Aggression; *Classroom Observation Techniques; *Early Childhood; Personality Development; *Social Development; Socialization

This report describes a naturalistic observational study concerned with the functions of aggression in children and how they change with age. Background on aggression is provided through a discussion of the problems of definition and ontogenesis, which have led to a general shortage of relevant developmental data. This study involved 102 children, 64 between the ages of 4 and 6, and 38 between 6 and 8. They were involved in six groups operating under a common program philosophy. Each aggressive act was coded as to general function: (1) Hostile, or person-directed, and (2) Instrumental, or object-directed. A finer analysis of function involved nine categories ranging from bodily injury and property destruction to rejection, derogation, and defiant non-compliance. Antecedent events were coded into three basic types: blocking, bodily contact, and derogation. Results are discussed in terms of age, sex,and race comparisons. It is concluded that the results support the hypotheses that the developmental course of human aggression can best be studied through a differentiated "functional analysis" of the problem, and that the instrumental-hostile differentation is useful in such an analysis, at least for studying early childhood.

45. Hearings Before The Subcommittee on Communications of the Committee on Commerce, United States Senate, Ninety-Second Congress, Second Session on the Surgeon General's Report By the Scientific Advisory Committee on Television and Social Behavior. 1972, 309p. ED 063 761

*Aggression; *Children; Federal Legislation; Government Publications; Programing (Broadcast); *Social Behavior; *Television; Television Research; Television Viewing; *Violence

During March 1972 the Subcommittee on Communications of the Committee on Commerce of the U.S. Senate held hearings on the Surgeon General's report by the Scientific Advisory Committee on television and social behavior. The complete text of those hearings is presented here. Included in those who testified before the committee were the Surgeon General, Dr. Jesse Steinfield, some of the members of the Advisory Committee, representatives of television networks and professional associations, and members of citizens' groups. Numerous additional articles, letters, and statements which were submitted to the committee by educators and researchers throughout the country are also presented.

46. Henderson, Ronald W.; Swanson, Rosemary. The Socialization of Intellectual Skills in Papago Children: The Effects of a Parent Training Program. 1973, 56p. ED 081 471

Cognitive Development; *Cultural Differences, *Elementary School Students,; Grade 1; Home Visits; Imitation; Intervention; *Learning; Paraprofessional School Personnel; *Parent Education; Parent Participation; *Socialization; Training

Thirty mothers of first-grade Papago Indian children were trained by selected Papago paraprofessionals to teach their children to ask causal questions. The procedures used by the mother in the home environment included role playing, modeling and giving the child verbal praise. Between formal training sessions with the paraprofessionals, the mothers practiced a previously learned skill with their children. Study findings of the children's question-asking response data indicate that the mothers, after having training in socialization skills, significantly increased their children's performance on the question-asking tasks over performance attributable to direct modeling instruction by the experimenter. A later factor analysis suggests that well planned instruction, targeted on specific skills, may be effective regardless of a child's general level of past achievement in academic subjects. A list of paraprofessional training objectives a table of parent training lessons and goals, acheivement test data, and factor questionnaires are also included.

47. Henker, Barbara A.; Whalen, Carol K. Responsive Assessment of Socio-Cognitive Development. Final Report 1971, 27p. ED 069 442

Aural Stimuli; Autism; Behavior Patterns; Child Development; *Cognitive Development; *Evaluation; Objectives; Preschool Children; *Research Projects; Response Mode; *Social Development; *Stimulus Devices; Task Performance; Visual Stimuli

This report summarizes four components of a research program. In the major investigation (Study 1), a method was developed for making bimodal presentations of descrepant auditory and visual stimuli under conditions which approximately early academic tasks. The goals were to determine (1) which stimulus modality exerts the greater influence on a young child's behavior, (2) whether modality choice is related to developmental level, and (3) what factors facilitate modality shifts. Study 2 was designed to answer some of the questions raised by the results of study 1. Procedures were modified to allow evaluation of the influence of modality set and task difficulty and to control for stimulus novelty. In addition, the method was adapted for use with younger (3-year-old) children. In Study 3, the responses of autistic children to the bimodal conflict task were evaluated. The transition from cardboard display boards and paper-and-pencil recording to the automated assessment console was begun in Study 4.

48. Himmelweit, Hilde T.; And Others. Television and the Child; An Empirical Study of The Effect of Television On the Young. 1970, 52p. ED 062 754
Document not available from EDRS.
Broadcast Television; *Children; Commercial Television; Social Behavior; *Socialization; *Television; Television Research; *Television Surveys; Television Viewing Time

A 1955 survey of the effects of television on 10 to 14 year-old children in Great Britain is reported. A discussion of the problem investigated is presented first--the impact of television on children. Next a summary of the main findings is offered detailing the amount children view and the way in which different children react to television. A set of principles and generalizations are then derived covering principles of leisure displacement, principles underlying television's effects on children's outlook and values, generalizations about taste, and the pirnciples which determine what types of incidents arouse fear and emotional disturbance. A final section discusses implications of the study and makes suggestions to the general public, parents, teachers, and youth club leaders about uses of television. (This pamphlet is a reprint of the first four chapters of the original report of the study which is now out of print.)

Availability: Television Information Office, 745 Fifth Avenue, New York, N. Y. 10022

49. Hogan, Robert. Moral Conduct And Moral Character: A Psychological Perspective. Report 129. 1972, 43p. ED 066 377

*Affective Behavior; Behavior Development; Empathy; Ethical Values; *Ethics; Human Development; *Moral Values; Personality Development; Philosophy; *Socialization; Social Maturity

This paper deals with two specific issues: the explanation of moral conduct and the structure of moral character. The purpose of the paper is to describe a new psychological perspective on moral conduct, and to discuss some empirical findings which follow from this perspective. Morality is regarded here as a natural phenomenon which considers understanding of moral behavior to be dependent on knowledge of man's biological and psychological nature. The implied assumption is that an evaluative tendency is an integral part of social conduct and, moreover, the moral conduct is social conduct. Definitions are provided for morality, moral behavior, and moral character. Five important aspects of character development that are pertinent to the explanation of moral behavior are: moral knowledge, socialization, empathy, the ethics of conscience vs. the ethics of responsibility, and autonomy. Each of these dimensions is defined in terms of a specific assessment device, and the relationships among the scales are examined.

50. Howard, Alan. Education In 'Aina Pumehana: The Hawaiian-American Student As a Hero. Final Draft. 1972, 29p. ED 062 491

*Academic Achievement; Cultural Awareness; Cultural Differences; Cultural Factors; Cultural Interrelationships; Culture Contact; *Ethnic Groups; Ethnic Status; Ethnic Studies; *Interpersonal Relationship; Minority Groups; Psychology; Race Relations; Social Development; Social Integration; *Socialization; Social Relations; Student Teacher Relationship

Socialization patterns from a Hawaiian-American community are described in terms of the strategies and tactics utilized by Hawaiian-American children in dealing with the contingencies set for them first by their parents and later by teachers in the public school. Despite poor scholastic performance from the standpoint of educators, the viewpoint is presented that if one looks at the classroom as an interface betwen ethnic groups, then Hawaiian-American children can be considered heroes for defencing the core values of their culture against the onslaughts of an alien group. The data on which this paper is based were collected over a three-year period between 1965 and 1968 from a Hawaiian homestead community referred to by the Pseudonym of "Aina Pumehana.

The study was an interdisciplinary effort involving primarily social anthropology and psychology, but including researchers from several other disciplines as well. This document has been reproduced from the best available copy.

51. Howard County Public Schools Social Studies Curriculum Unit: Middle School Human Relations. 1970, 56p. ED 031 115

Citizenship; Elementary Grades; Human Dignity; *Human Relations Units; Individual Development; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Self Concept; *Social Development; *Socialization; Social Responsibility; *Social Studies Units; Stereotypes; Teaching Guides

Part of the rationale underlying this three-part human relations unit (taken from major concepts for social studies by the social studies curriculum center at Syracuse) is that students should become aware of the importance of the dignity of each individual, and the young citizen should be striving to work and cooperate with fellow individuals. Human dignity should imply to every citizen the worth of each individual--worth that exists because the individual exists and not because of his achievements. Some of the overall objectives for the unit are that the student: 1) better understand and accept himself as an individual and member of a group; 2) become aware of the awesome responsibility of being a pre-adolescent and react to the conflicts and problems arising from this; 3) demonstrate by examples and discussion that knowledge should result in action. A number of themes are examined through written exercises, role-playing, and other activities. Among them are: universals and differences among men; self concept and identity; individuality; maturity; social roles; socialization influences; stereotyping; self confidence: human needs; apathy; dissent; nonconfomity; extermism; and inference vs. fact. All of the student materials required are contained in the document.

52. Johnson, Nicholas. Children's Television Violence: Statement Before The Senate Subcommittee on Communications of the Senate Commerce Committee. 1972, 7p. ED 060 666

*Broadcast Industry; Business Responsibility; *Children; *Commercial Television; *Social Behavior; Speeches

The staff of the Surgeon General's report on television and social behavior has given us five volumes of reports documenting television's adverse impact on our children's mental health. Action for children's television has pointed out what television executives are doing

to make our children into little consumers. These are but small instances in a whole pattern of totally irresponsible corporate behavior, and they can only be understood and dealt with in that context. Some proposals to remedy this situation include: 1) Fund the Public Broadcasting Corporation at no less than $500 million a year; 2) require that the three commercial networks provide one-third of all prime time on a nonsponsored basis for entertainment, dramas, cultural, and public affairs programming; 3) require counter advertising; 4) require that two commercial minutes be removed from every half hour containing violence, and be made available at no cost to proffessionals so they can provide information about the adverse effects of violence; 5) reduce the permissible number of commercial minutes; 6) require all commercials to be bunched on the hour and half-hour; 7) forbid networks to own programs, program production facilities, or situations; and 8) fund a review of the impact of television upon all aspects of our society.

53. Karnes, Merle B.; And Others. A Five-Year Longitudinal Comparison of a Traditional Versus Structured Preschool Program on Cognitive, Social, and Affective Variables. 1972, 12p.
ED 062 007

Affective Bahavior; Age; *Cognitive Development; *Comparative Analysis; Curriculum Design; Data Collection; *Educational Programs; Intelligence Quotient; Language Arts; Low Income Groups; Mathematics; Objectives; Organization; *Preschool Education; Psychological Studies; Race; Sciences; Sex Differences; *Social Developments; Social Studies; Statistical Analysis; Theories; Time Factors (Learning)

Data on two preschool intervention programs for children from low-income families are discussed. The first program, the Karnes preschool program for the amelioration of learning deficits, is characterized by a structured format based on psychological theories. Its curriculum is designed to develop the basic language processes and to teach content in mathematics, language arts, social studies, and science. The other program, the traditional program, aims to advance the personal, social, motor, and general language development of the children. Data were collected on 60 four-year-old children who were assigned to one of four classes, of 15 each, on a stratified basis such that the sex, race, IQ, and ages of the children in the classrooms were comparable. Results include: (1) initially, the Karnes program more effectively promoted cognitive development than the traditional program; (2) after three years, the differential program effects of the two programs were no longer statistically evident; and (3) the cognitive functioning of the children at the end of a five-year period was

significantly above their initial level. It is concluded that the Karnes program significantly enhances the functioning of children in the cognitive, social, and probably affective areas. It is recommended that serious consideration be given to the further study and implemntation of structured programs.

54. Koslin, Sandra; And Others. The Development of Normative Racial and Sexual Social Distance Beliefs. 1971, 56p. ED 061 382

*Acculturation; Elementary School Students; Females; High School Students; Junior High School Students; Males; Negroes; Race; Race Relations; *Racial Attitudes; Racial Discrimination; *Sex Differences; *Social Attitudes; Social Differences; Social Environment; *Socialization; Social Problems; Social Values

First through twelfth graders' beliefs concerning the social distances between people differing by race, sex, or race and sex were assessed. Sexual social distances are larger for boys than for girls, increase during pre-adolescence, and decrease during adolescence. Racial social distances are larger for blacks than for whites, and increase with age. Across grades, blacks attribute relatively greater social distance to racial than to sexual differences, wheras until high school, whites ascribe relatively greater distance to sex than race. By the third grade, children of both sexes and races believe that sexual social distance is smaller between blacks than whites, and by the fifth grade, believe there is less racial distance among females than males. Subjects at all grade levels believe social distances are largest when race and sex vary simultaneously. The results are discussed in relation to socialization theory and american acculturation patterns.

55. Krenkel, Noele. Assessment of Friendship, Leadership, Work Patterns in a Desegregated Urban School. 1973, 17p. ED 078 050

Academic Achievement; *Behavior Patterns; Childhood Friendship; Comparative Analysis; *Elementary Grades; Ethnic Studies; *Group Dynamics; Interpersonal Competence; Leadership Qualities; *School Integration; *Sociometric Techniques; Technical Reports; Urban Schools

The desired choice patterns of friendship, leadership, and classroom workship of children attending a desegregated/integrated elementary urban schcol were determined. Utilizing quota sampling, 159 children were examined on a three-choice, six-criteria, non-ranked sociometric test. Children were not asked to make rejections. Cliques and isolates/rejects were examined as to their ethnic makeup. Ethnic

self-preference was examined, and the relationships between children's sociometric position of workship questions and achievement were investigated. White, black and Asian children did not appear to have been influenced by ethnic grouping in friendship, leadership and workship choices. A preponderance of ethnic self-preference was not evident in any of the questions. Comparisons between workship choices and achievement did not appear significant except in the case of white isolate children who were found to have achievement scores six months above grade level. Patterns of friendship, leadership, and workship choices were found to be dependent on sex, although open classrooms had more cross-sex choosing than standard classrooms.

56. Langman, Lauren; Matalini, Adrian. Private--Keep Out: Preliminary Notes on Biosocial Functions of Privacy. 1971, 30p. ED 059 498

Aggression; Creativity; *Human Development; *Interaction; *Social Development; *Social Environment; *Space Orientation

This report presents and evaluates a simple thesis: that privacy, a manifestation of human territoriality, is a fundamental bio-social need. Aggression can serve to insure privacy. Privacy, then, allows one the freedom to explore the environment. It permits intimacy with others, and it fosters access to one's own inner feelings and experiences, a precondition for creativity. Essentially, privacy, territoriality, crowding, aggression, intimacy and creativity are seen as biological predispositions whose manifestations are greatly modified by social circumstances. The remarks presented here consider definitions, examples and functions of these several terms and concepts, and attempt to relate these concepts, sociologically, to the self, to others, and to one's environment.

57. Leifer, Aimee Dorr. Contexts for Behavior in Television Programs and Children's Subsequent Behavior. 1973, 7p. ED 081 494

*Aggression; Behavior Development; *Early Childhood; Environmental Influences; Models; Reactive Behavior; *Social Behavior; *Socialization; *Television

Aggression is examined in this discussion of the role of television in the development of young children's social bahaviors. The way aggression is interpreted by children watching television and program influences on the children's own aggressive behavior are among topics considered. Some suggestions are made in regard to context of aggression sequences, viewer's interpretation and maturity, and children's understanding of programs. Reactions of children to aggressive models and models of prosocial behavior are discussed.

56. Lerner, Richard M. Some Implications of Body Build Stereotypes For the Development of Body Concept and Interpersonal Relations. 1972, 17p. ED 066 668

*Behavioral Science Research; *Body Image; Growth Patterns; Human Body; *Human Relations; *Interpersonal Relationship; Kinesthetic Perception; Physical Characteristics; Physical Development; Relationship; *Self Concept

In this paper the author tries to indicate, through a review of his research, that the scope of the study of body build stereotypes has been broadened to address the larger issues involved in assessing some of the implications of body build stereotypes for the development of body concept and interpersonal relations. Among the topics discussed are: (1) how might the inculcation of body build stereotypes provide a source of behavior/personality development, (2) are there differences in this area between males and females, (3) methodological issues, and (4) body build stereotype development and body concept. This is followed by a discussion of some implications of body build stereotypes for interpersonal relations. The author asks what is the relation between the attitudes that people hold toward others having fat, thin, or average body types and the behavior shown toward these physique groups. Several questions are presented and the au.nor presents the findings of one research direction.

57. Levine, Jacob. From the Infant's Smile to Mastery of Anxiety: The Developmental Role of Humor. 1972, 22p. ED 073 851

Affective Behavior; Anxiety; *Cognitive Development; Communication (Thought Transfer); *Early Experinece; *Humor; *Infancy; Psychological Needs; *Social Development

The smiles and laughter of an infant form the beginning of the developmental process of interpersonal interaction and socialization. The earliest smiles are automatic expressions of internal states, but soon infants' smiles are communications of pleasure. The developmental changes in smiling and laughing in early infancy reflect the rapidity with which these emotional responses become important elements in the interactions between the infant and his social enviornment. The importance of smiling and laughter is demonstrated by clinical observations of their absence; distressed or frightened infants do not smile or laugh. Recent investigations point to humor as an essential component of the normal growth process. Humor provides the individual with the opporutnity to re-experience the gratifications of cognitive and interpersonal mastery. An important determinant of children's humor responses is the degree to which the humor requires them to use their cognitive abilities maximally. Humor is conceptualized here as a reassertion

of one's competence and its antithesis, anxiety, as a painful state of helplessness. Humor is frequently used to dispell anxiety; by secondary reinforcement humor becomes a learned motive to experience mastery in the faces of anxiety--the "whistling in the dark" phenomenon. Humor development parallels the stages of cognitive and psychosocial development. Humor is used to circumvent prohibitions, express aggression indirectly, and can be used to facilitate learning.

58. LaVoie, Joseph C. A Developmental Study of Reasoning and Its Effect on Resistance to Deviation in Children of High and Low Maturity of Moral Judgment. 1973, 31p. ED 081 496

Age Differences; Cognitive Development; *Elementary School Students; *Moral Development; *Punishment; Sex Differences; *Socialization; Social Maturity

This study investigated the effects of sex of child age, rationale focus, rationale orientation, and maturity of moral judgment on resistance to diviation in 120 children (7 to 11 years old) using the standard punishment paradigm. Children were randomly assigned to a consequence-or intentions-focused rationale with an object or person orientation in a 2x3x2 factorial design. The following predictions were made: (1) a rationale will be more effective in reducing deviation in girls, (2) deviation will decrease across age for the intentions rationale, (3) person-oriented rationales versus object orientation will increase in effectiveness with age, (4) person-oriented rationales will be more effective with girls than boys, and (5) children who are more mature in moral judgment will be less diviant. Results indicate that for all measures girls were less deviant than boys; age significantly increased latency to first deviation when the rationale focused on inrentions but not consequences; person-oriented rationales tended to increase in effectiveness (that is, latency to first deviation was longer) with increasing age for boys but not girls, and children who scored high on the moral realism measure were less deviant. Content of the reasoning seemed to be a major factor in the relationship between the vhild's level of moraljudgment and moral behavior.

59. Lewis, Michael; And Others. Mothers and Fathers. Girls and Boys: Attachment Behavior in the First Two Years of Life. 1972, 42p. ED 084 003

Age Differences; *Cognitive Development; *Infant Behavior; *Longitudinal Studies; *Parent Child Relationship; Sequential Learning; Sex Differences; *Social Development

This longitudinal study examined the interrelationship between sex of the child and sex of the parent on the expression of attachment behaviors during the child's first 2 years. Special consideration was given developmental changes in the attachment structure and the relationship of attachment to cognitive development. Ten boys and 10 girls were seen a 1 and 2 years of age in a free play situation. At each age each infant first played with one parent and then a week later with the other. Attachment behavior (proximal and distal modes) was observed and found to be affected by the sex of the infant and sex of parent. The Bayley Mental Maturity Index, obtained at age 2, was found to be correlated with certain patterns of attachment behavior over the first 2 years of life. These findings are discussed in terms of attachment theory and the etiology of sex differences in interpersonal relationships.

60. Lewis, Michael; Brooks-Gunn, Jeanne. Self, Other, and Fear: The Reaction of Infants to People. 1972, 29p. ED 067 169

Bulletins; Child Development; *Cognitive Development; *Emotional Development; *Fear; *Infant Behavior; Infants; Interpersonal Relationship; Research; *Self Concept Tests; Sex Differences; *Social Development; Stimulus Behavior

Because of the sparcity of research on infants' response to social events, especially different categories of people, infants between 8 and 18 months of age were introduced to five different social events: strange adult male and female, strange 4-year-old female, mother, and self. The infants' responses indicated that approach affects stimulus differentiation (in terms of fear), while age affects level of response intensity. Strangenessof the social event was not sufficient to explain the results, and ethological and cognitive theories are discussed. It is suggested that the cognitive construct of self be introduced to explain the results. It appears reasonable to assume that by eight months the self as differentiated from other is well established, and some specific categories of self, such as size, sex, or efficacy, may also be established.

61. Lewis, Michael. Sex Stereotypic Behavior in Infants: An Analysis of Social-Interpersonal Relationships. 1971, 17p. ED 057 904

Behavior Patterns; Child Development; *Infants; Parent Attitudes; *Parent Child Relationship; Personality Development; Prenatal Influences; Psychological Patterns; Research; *Sex Differences; Social Attitudes; *Socialization; *Social Relations

This paper discusses the processes that are at work which produce some of the differences between male and female human beings. The sex of the child is an important attribute of the organism's identity. Before birth, parents express preferences for the sex of the unborn child and start providing names as a function of the sex of the child. Studies of fetal behavior indicate that if the fetus is active, the mother interpreted this as a sign that the child was more likely to be male than female. Before the child is born and after, the parents and community respond to that child in a sex differential fashion. Of concern here is in what way are these early sex differential parental behaviors transmitted to the child and what kinds of infant behaviors are a consequence of them? In the subsequent discussion in this paper, an attempt is made to demonstrate that in many aspects of the child's behavior there are early and profound differences in the infant's behavior as a function of its sex. For the first few months of life, boys receive more proximal behavior than do girls; however, by six months of age, this has reversed itself. By the end of the first year of life, girls touch and stay close to their mother significantly more than do boys. One method of socializing the young child is to turn the infant to a position facing away from and not touching the mother. The data indicated that in our society women have more freedon of action and more available choices in social interpersonal relationships.

62. Liebert, Robert M. Television and Social Learning: Some Relationships Between Viewing Violence and Behaving Aggressively (Overview). 1971, 42p. ED 064 855

*Aggression; *Children; Programing (Broadcast); *Social Behavior; Socialization; *Television; Television Viewing; *Violence

Observational learning requires exposure to modeling cues, acquisition of the ability to reproduce what is seen or heard, and acceptance of the model's behavior as a guide for one's own actions, as imitation, counter-imitation, disinhibition, or inhibition. In this overview paper, the author considers a large body of research, especially that commissioned by the television and social behavior program of the national institute of mental health, and concludes that children are exposed to a great variety of aggressive models and do acquire and are able to reproduce aggressive behavior. Evidence on children's acceptance of aggressive bahaviors is described as complex, subtle, and dependent on such factors as rewards to the model, whether the model is seen as fantasy or reality. The observer's home life, and the situations in which he finds himself. However, the author feels that the accumulated weight of the evidence from so many studies justifies the conclusion that at least under some circumstances, exposure to televised aggression can lead

children to accept what they have seen as a partical guide for their own actions.

63. MacDougall, Mary Ann; Brown, Jeannette A. The Impact of Social Skill Training on the Affective Perceptions of Elementary School Children. 1973. 13p. ED 074 166

Classroom Guidance Programs; Classroom Techniques; *Counseling Programs; *Discussion (Teaching Technique); *Elementary School Students; Group Living; *Interpersonal Competence; Intervention; Peer Acceptance; Program Evaluation; Role Perception; Self Concept; Small Group Instruction; *Training

The major objective of the study was to provide children with social skill training through: (1) individual opportunities for children to examine and adopt more productive alternatives to the satisfaction of their needs; (2) small groups opportunities for children to discuss and learn the differential consequences of cognitive, affective, and social behaviors; and, (3) classroom opportunities for children to explore the dynamics of classroom life and learn the techniques of effective interaction with others. The study was conducted in an urban elementary school in Virginia, housing approximately 400 children and 14 teachers, grades one to six. The racial balance of the elementary school population was 60 percent black and 40 percent white. The majority of the children were from lower or lower-middle class background, 54 percent and 42 percent, respectively. Two elementary school counselors interpreted the social skill training two days per week during the period from October, 1971--April, 1972. The counselor's time utilization was documented by a log of their activities. To evaluate the effectiveness of the counselors' intervention, a Personal Competence Inventory was administered to children in grades three to six in October, 1971 and March, 1972. The Inventory included two tests: Peer Acceptance Index, and Self Perceptions Index. The teachers also rated their pupils.

64. McGuiness, Thomas P.; Stank, Peggy L. Model For Use of Sociometry to Validate Attitude Measures. 1972, 8p. ED 064 410

Educational Quality; Elementary School Students; Item Analysis; *Measurement Instruments; *Models; Objectives; *Social Attitudes; Stimuli; *Student Attitudes; *Test Validity

A study concerning the development and validation of an instrument intended to measure goal II of quality education is presented. This goal is that quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own. The rationale for measurement contains only a sample of possible definitions of this goal and the inventory measures only a sample of possible behaviors. Based on the findings from grade 5 and grade 11 assessment data, a decision was made to use the nine items common to the inventories of both levels as the nucleus of an item pool for a grade 7 instrument. An item example is: How would you feel about sitting in class next to a person whose skin color is different from your own? Item construction was subject to the following restraints: The situation described in each item should be both possible and plausible and related to an individual stimulus rather than a class of stimuli. In order to score the sociometric instrument, the race, IQ level, socioeconomic level, religion and physical handicaps of each of the students in the two 7th grade classes were obtained from school records. It is concluded that this study present a model for future validity studies. The attitude measure produced can serve as a reasonably reliable and valid measure of 7th grade pupils' attitudes toward others who are different from themselves on the dimensions of race, religion, IQ, socioeconomic status, and physical characteristics.

65. McGurk, Harry; Lewis, Michael. Birth Order: A Phenomenon In Search of An Explanation. 1972, 15p. ED 067 156

*Birth Order; Bulletins; Child Development; Child Psychology; *Developmental Psychology; *Emotional Development; Family Structure; Mother Attitudes; Nursery Schools; *Parent Child Relationship; Research; Sex Differences; Siblings; *Social Behavior

Fifty-two 44-month-old children were observed in a nursery school over a period of two weeks with peer and adult oriented behaviors recorded, and data analyzed in terms of the subjects' sex and birth order. Sex effects were as expected, but birth-order effects highlighted the second-born child as representing a distinct category. In particular, second-born children manifested greater dependency behavior than either first- or later-borns. The results are discussed in terms of the relationship between maternal responsiveness to attention-seeking behavior in infancy and later dependency behavior; I.E., parental responsiveness leads to less not more dependency behavior in later childhood. It is suggested that because the second-born child receives less attention in infancy, he later exhibits more dependency behavior.

66. Madsen, Millard C.; Connor, Catherine. Cooperative and Competitive Behavior of Retarded and Non-Retarded Children at Two Ages. 1972, 12p. ED 060 608

*Behavior Patterns; *Elementary School Students; *Exceptional Child Research; *Interpersonal Relationship; *Mentally Handicapped

Cooperative and competitive interaction (interpersonal relationship) between pairs of retarded and nonretarded children of ages 6 to 7 and 11 to 12 were assessed in a situation involving a marble pull apparatus in which competitive interaction was nonadaptive in terms of reward attainment. The retarded group was significantly more cooperative than the nonretarded group and the 6 to 7 year retarded group was more cooperative than the 11 to 12 year retarded group. The results were discussed in relation to previous developmental studies of cooperation and competition and placed in the context of cognitive and reinforcement theories of social development.

67. Mandell, Betty. Race, Social Power and Imitation. Final Report. 1971, 30p. ED 059 951

*Acculturation; *Behavioral Science Research; Caucasians; Educational Sociology; Identification (Psychological); *Initation; *Race Relations; Racial Attitudes; Racial Factors; Research Reviews (Publications); School Integration; Social Behavior; *Socialization

The purpose of the research described in this paper is to find if the race of a sixth grade male child and the race of his existing social model are important in the child's imitation of a person with social power. Social power is defined as the model's personal control over another person. Social imitation is behavioral change in a child based on seeing the behavior of another person. The races under consideration here are negro and caucasian. The first experiment investigated whether legitimate social power is a relevant variable in social imitation. The second experiment varied the race of the child and the social model as potentially significant aspects of imitative behavior. Thirty negro and caucasian children viewed films using two negro and two caucasian 25-30 year old men as existing social models. The results of these experiments suggest that in a school setting, where integration of black and whites at both the faculty and student level has been working smoothly, neither race nor legitimate power stand out as determiners of imitation behavior in students.

68. Meyer, William J. The Adaptive Behavior Rating Scale. 1972, 14p. ED 068 148

Affective Tests; *Behavior Rating Scales; Intelligence Tests; *Kindergarten Children; *Maturity Tests; Preschool Children; Psychological Tests; *School Readiness Tests; *Social Development; Test Construction; Tests Results

A scale to identify important behaviors in preschool children was developed, and ratings were related to more traditional indices of development and academic readiness. Teacher interviews were used to indentify 62 specific behaviors related to maximally adapted and maximally maladapted kindergarten children. These were incorporated into a five-point rating scale consisting of all positive statements which was used in the study as the adaptive behavior rating scale (ABRS). The resulting scores of two studies using this scale were correlated with the results of Stanford-Binet and Draw-a-line child assessment measures. The study found a significant but not high relationship, indicating that social competency provides some evidence about the child's intellectual functioning.

69. Mischel, Walter. The Construction of Personality: Some Facts and Fantasies About Cognition and Social Behavior. 1971, 29p. ED 058 935

*Behavior Theories; *Cognitive Processes; *Personality Theories; *Psychology; *Social Behavior

Fundamental assumptions regarding the nature of personality are discussed in relation to the various approaches or theories of personality assessment. These approaches are the dispositional and the specificity theory. The dispositional approach is discussed as to assumptions and the empirical status of the assumptions. Some implications of specificity theory are presented in regard to common misconceptions, specificity and consistency in behavior, moderator variables and subject-condition interactions, from disposition to behavior: The social behaviorist's trip, and from behavior to disposition: the subject's trip. A number of references is provided.

70. Mortensen, C. David. Communication: The Study of Human Interaction. 1972, 430p. ED 067 844
Document not available from EDRS.

*Communication (Though Transfer); Group Dynamics; Human Relations; Information Networks; Information Processing;

Interaction Process Analysis; Intercommunication; *Interpersonal Relationship; Models; Mutual Intelligibility; *Nonverbal Communication; Personal Relationship; Sociocultural Patterns; *Textbooks; *Verbal Communication

Designed to provide a comprehensive and broadly based introduction to the study of human communication, this book presents the concept of communication as interrelated constituent processes that operate at varying levels of complexity and acquire significance only in the context of larger intrapersonal, interpersonal, or socio-cultural systems of behavior. The first part presents foundations--the frame of reference used in this book and different models of communication. Other parts focus on the intrapersonal system (human information processing and psychological orientation), interpersonal system (verbal interaction, nonverbal interaction, and interpersonal contact), and the sociocultural system (situational geography, communication networks, and communication and social influence).

Availability: McGraw-Hill Book Company, 330 West 42nd Street, New York, N. Y. 10036 ($7.95)

71. Mueller, Edward; Rich, Adrienne. Clustering and Socially-Directed Behaviors in a Playgroup of One-Year-Olds. Appendix 2. 1973, 17p. ED 075 073

Child Development; *Cluster Grouping; Early Childhood; Group Behavior; Interaction; *Observation; Play; *Social Behavior; *Social Development; Technical Reports

A study was conducted to examine social behavior by one-year-old boys over the course of a three-month playgroup experience. The "cluster" chosen for examination consisted of temporary groups (often less than a minute) the toddlers formed to focus on a single activity. Socially directed behavior is defined here as vocalizing, laughing and manipulating a toy while looking at another child. The five Ss ranged in age from 13 to 15 months at the first session. The playgroup met for about 2 1/2 hours each Monday and Friday in a room containing a variety of toys and play equipment, with parental supervision. The playgroup was videotaped for one hour each Friday morning. Behavior was analyzed by locating all clusters on the videotapes, coding their duration, participation, and then searching each cluster for measures of social intent. Results showed that: (1) clusters did not vary significantly across months in frequency, duration or number of children participating; (2) type of play activity did not relate to month or cluster duration; (3) despite a significant increase in clusters forming about inactive children, those forming around active children remained in the

majority in month 3; (4) vocalizations and toy manipulations did not increase as expected; they were frequent even during the first month; and (5) the extent and complexity of social behavior increased during the three-month period.

72. Mukerji, Rose; Pollak, Ruth S. Ripples and Guide For Ripples. 1971, 56p. ED 079 987

Aesthetic Education; Catalogs; *Elementary Grades; *Environmental Education; *Films; *Interpersonal Relationship; *Self Actualization; Teaching Guides; Values

"Ripples", the first of these two companion publications, catalogs the group of 36 quarter hour films which collectively go by the same title. The films are designed to help five-to-seven year-old children build human values, increase aesthetic sensitivity, and understand themselves and their changing world. They emphasize relationships--among people, between people and their environment, and among elements in the physical world. A brief description fo each of the films is provided by this booklet. The accompanying "Guide for Ripples" provides theachers with an overview of the film program, discusses the centrality of relational concepts in the films, shows how the individual films reinforce each other, and covers the teacher's role in connection with the film series and how it helps the teacher teach. The guide describes each film, reviews its basic ideas, and offers teachers suggestions for further activities which will enhance learning.

73. Murray, John P.; Ed.; And Others. Television And Social Behavior: Reports and Papers, Volume II: Television and Social Learning. 1972, 378p. ED 059 624

*Aggression; Children; Commercial Television; Identification (Psychological); Imitation; Learning; *Learning Theories; *Social Behavior; Socialization; Television Research; *Telelvision Viewing; *Violence

Concentrating on television and social learning, this second volume in the series of techincal reports to the Surgeon General's scientific advisory committee on television and social behavior consists of an overview and the reports of five investigations. The studies included are: Leifer and Roberts, "Children's Responses to Television Violence"; Liebert and Baron, "Short-Term Effects of Televised Aggression on Children's Aggressive Behavior"; Stein and Friedrich, "Television and Content and Young Children's Behavior"; Feshbach, "Reality and Fantasy in Filmed Violence"; and Stevenson,

"Television and the Behavior of Preschool Children." The overview reviews the field, points out agreements and inconsistencies among the studies, and concludes that "at least under some circumstances, exposure to televised aggression can lead children to accept what they have seen as a partial guide for their own actions. As a result, the present entertainment offerings of the television medium may be contributing, in some measure, to the aggressive behavior of many normal children. Such an effect has now been shown in a wide variety of situations."

Also available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-0194, $1.50)

74. Nickse, Ruth S.; Ripple, Richard E. Sociometric Effects In Small Classroom Groups Using Curricula Identified As Process-Oriented. 1972, 23p. ED 062 671

Group Activities; Group Behavior; *Group Dynamics; Group Experience; Group Membership; *Group Relations; Groups; *Group Status; Group Structure; Group Unity; *Small Group Instruction; *Sociometric Techniques; Teaching Methods

This study was an attempt for document aspects of small group work in classrooms engaged in the process education curricula called "Materials and Activities For Teachers and Children" (match). Data on student-student interaction was related to small group work and gathered by paper-and-pencil sociometric questionnaries and measures of group cohesion. The match curricula were used in 10 fifth and sixth grade social studies classes for an hour a day over a two to three week period in five different elementary schools. A 12-item group cohesion question questionnaire related related to such elements of group cohesion, as satisfaction, solidarity and loyalty was administered both during and after match kit use. The findings suggest that status in classroom groups does affect attitudes and feelings toward group members and toward small group work. It was suggested that lower chosen students may be able to increase their social interaction skills with practice in appropriate learning settings provided by process-oriented curricula like match.

75. Omark, Donald R.; Edleman, Murray S. A Developmental Study of Group Formation in Children. 1973, 20p. ED 078 096

Child Development; *Cognitive Development; *Concept Formation; Elementary School Students; *Group Dynamics;

*Learning Theories; *Social Behavior; Technical Reports

The study of children's group formation employs Piaget's cognitive-development theory along with ethological concepts and methods used in the naturalistic study of the social behavior of animals. It represents the first application of ethological ideal to a study of the child's conception of his social world, and focuses on his conceptions of the dominance relations within the class, and the effect his perceptions of others have on his behavior when interacting with classmates. Subjects were 500 public school children, aged three to nine. Preliminary results seem to indicate the usefulness of integrating Piaget's work in development with ethological ideas of adaptation.

76. Owens, David J.; Straus, Murray A. The Social Structure of Violence in Childhood and Approval of Violence as an Adult. 1973, 19p. ED 083 493

Adults; Childhood; *Early Experience; Imitation; Learning; *Observational Learning; *Role Theory; Social Attitudes; *Socialization; Social Structure; *Violence

This paper tests the idea that the experience of violence in childhood consitutes a factor leading to the approval of adult violence for achieving socially desirable goals. Using the data from a national survey conducted in 1968, the study constructs indexes on Interpersonal Violence Approval, National Violence Approval, and Political Violence Approval to measure the following aspects of violence experienced in childhood; observing violence, carrying out violence, and being the victim of violence. By computing the correlation of each measure of violence experienced to indexes of violence approval, the study tests the hypothesis that violence in childhood relates to adult approval of violence most highly relates to experiencing violence as a child. The authors conclude that a "social Structural Theory of violence" featuring social learning and role-modeling has more import for the study than does a "culture of violence theory."

77. Paulson, F. Leon. The Oregon Preschool Test of Interpersonal Cooperation: Preliminary Results. 1972, 13p. ED 068 183

Behavior Patterns; Child Development; *Group Activities; *Interpersonal Relationship; *Preschool Children; *Psychological Testing; *Social Behavior; Tests

Preliminary results are presented for an instrument to measure social behavior of preschool children, focusing on cooperation. Cooperation is defined either as behavior for the joint gain of the participants in an interaction or behavior in which each child attains his individual goal. The Oregon preschool test of interpersonal cooperation (optic system), a situational test which permits systematic observations of behavior in realistic contexts, elicits cooperative responses and permits social behavior to be quantified. Several conclusions are drawn: 1) the tendency for children to cooperation varies with situation; 2) the behavior of each member of a pair cannot be treated as statistically independent; 3) Cooperation defined as a complex, heterogeneous concept accounts for a small but relatively stable amount of variance across situations; 4) the data indicate reasonable internal stability of the measure; and 5) relationships between age, sex, and frequency of cooperative responses were noted.

78. Paulson, F. Leon; And Others. "Sesame Street" Social Goals Project. A Handbook on the Interpersonal Strategies of Cooperation, Conflict Resolution, and Differing Perspectives. 1970, 45p. ED 057 895

Behavioral Science Research; Classroom Observation Techniques; Conflict Resolution; *Curriculum Development; *Educational Television; Empathy; Evaluation; Guides; Helping Relationship; *Interpersonal Relationship; *Preschool Children; *Social Behavior

The information contained in this report is intended for the "Sesame Street" writers who are assigned the task of creating program material in the interpersonal area. This information will also be useful for evaluation of program materials aimed at interpersonal goals. First, a list of interpersonal strategies is presented; these are: cooperation, conflict resolution; and differing perspectives. Each strategy describes a class of activity that is common to the interpersonal behavior of young children. In part II of this report, each strategy is presented in relation to its descriptive definition and its interpersonal function. In part III, detailed information on each strategy is given. In addition, some details about the circumstances in which each strategy is likely to occur and the frequency with which the strategies were observed in the behavior ofyoung children are indicated. The strategies, their descriptive definition, and the examples given are based on actual classroom observation. An appendix provides descriptions of classrooms visited during the study.

79. Peevers, Barbara H.; And Others. Personal Causation and Children's Concepts of Persons. Final Report. 1972, 27p. ED 067 603

Behavioral Science Research; *Childhood Attitudes; Cognitive Processes; *Interperonal Relationship; *Interviews; Peer Relationship; Perception; *Questioning Techniques; *Questionnaires; Research Tools

The purpose of this research was to explore the development of, and relationships among, individual modes of (1) articulating knowledge about and evaluation of peers; (2) attributing causality for interpersonal events to the self and to others; (3) attributing one's own and other's behavior to intentionality or accident. Data was collected for purpose using a free response interview in which friends and a disliked peer were described by 80 children and young people as the measure of modes of perceiving persons. The personal causality questionnaire (PCQ) consists of 35 questions about everyday interpersonal situations to which participants respond in their own words. The PCO was found to be a tool which can be used to investigate the relationships among attribution of causality and intentionality, and various modes of describing persons. It was concluded that personal causality and self initiation, as assessed by the PCQ, have a number of important applications to education.

80. Pena, Deagelia. Analysis of Social Skills Development in the Appalachia Preschool Education Program. 1971, 49p. ED 062 021

Child Development; Classification; Comparative Analysis; *Educational Programs; Factor Analysis; *Interpersonal Competence; Objectives; *Observation; Oral Communication; Peer Relationship; Preschool Children; *Preschool Education; Response Mode; Sex Differences; *Statistical Analysis; Stimuli; Task Performance

The second phase of the study of social skills development in the Appalachia preschool education program is presented. A standardized situation in which children would have an opportunity to demonstrate those skills was devised. Three treatment groups were included in the program. Sex of the child was used as a factor. One purpose of this study was to determine whether differences in social skills development existed amoung three groups of children ages 3 to 5 who were in the program. The observational system consisted of 27 categories of social skills. These fall under six major classification--initiation, questions or request for help, giving help, refusing help, group consciousness, and response to peer. It was found that the groups receiving two and three components

of the program had more positive verbal responses than the group receiving only one and that the 3- and 4-year-olds explored the situation around them significantly more than the 5-year-olds. Responding constructively was significantly more characteristic of the 4-year-olds. There were three important outcomes of this study: (1) it was shown that a task can be created for preschool children which will elicit from them, in a natural and spontaneous manner, important social skills behaviors; (2) in order to develop social skills in preschool children, it is necessary to provide socialization opportunities through contacts with others outside the home; and (3) social skills in preschool children can be recorded under a systematic observation plan, are measurable, and can be analyzed statistically.

81. Pena, Deagelia; Miller, George. Analysis of Children's Social Skills Development and Their Reactions to a Preschool Television Program. 1971, 29p. ED 057 884

Age Differences; *Educational Television; *Interpersonal Competence; Observation; Peer Relationship; *Preschool Children; Sex Differences; *Social Behavior; *Social Development; Tables (Data); Verbal Communication

Systematic observation techniques were used for analyzing both the social skills development and program reactions of 3- to 5-year-old children to the Appalachia educational laboratory television program "Around the Bend". One specially designed observational system consisted of 28 categories of social skills under six headings and permitted viewer behavior to be recorded on a reasonably low level of abstraction. However, the observational system lends itself to a variety of alternative forms of classification and data analysis. Results from first use of this observational scheme indicate that televiewing in the mobile classroom contributed to the development of social skills assumed important in the learning process within a socially structured enviornment. Another specially designed observational techique evaluated the effect of individual programs in encouraging a viewer's overt reactions during a telecast. Eight paraprofessionals observed and coded the responses of 270 children to suggestions made by the television "Teacher." Coding was done at 5-minute intervals on a rotated, random schedule over 133 programs. Data indicated age and sex differences in the children's reactions to a program. The television programs were most stimulating to 4-year-old subjects and were of more interest to girls than to boys.

82. Pepitone, Emmy A. Facilitation of Cooperative Behavior in Elementary School Children. 1973, 26p. ED 076 544

Behavior Patterns; Elementary School Students; *Group Behavior; *Performance Factors; *Sex Differences; *Social Behavior; Student Role; *Task Performance

This investigation used social psychological concepts in analysis of social processes among pupils engaged in a cooperative task. It explored several ways of increasing interdependence among participants and determined the effects of such conditions on pupil performance. The subjects were 228 randomly selected fourth and fifth grade students. The subjects were divided into three groups. Each group was given a problem which required cooperative action for its completion. Group performance measures were obtained and related to the group's social interaction which had been recorded by observers in precoded categories. There were five experimental performance conditions: unstructured condition, task requirements, task role, group role, and a combination of task role and group role. The strongest results were sex differences. Girls responded to the role demands created in the different conditions, wheras boys did so minimally. In the unstructured performance conditions, the girls' quality of work was better th- the boys'. In comparison with other conditions, however, t[illegible]ndition resulted in the poorest quality of performance for [illegible]th groups. (Footnotes and a bibliography are included.)

83. Powell, Evan R.; Dennis, Virginia C. Application of an Anthropological Technique to Desegregated Schools. 1972, 12p. ED 062 501

Caucasian Students; *Classroom Integration; *Classroom Observation Techniques; Classroom Research; *Elementary School Students; Group Status; *Interaction Process Analysis; Negro Students; *Peer Relationship; Racial Integration; School Integration; Social Integration; Socioeconomic Status; Sociometric Techniques; Student Behavior

This study, one of a series investigating dyadic infracommunication in natural, academic, and laboratory settings, utilizes a simple observation technique such as that employed by anthropologists living among members of a society or subcultural group, observing and recording their behavior patterns, including their communication modes. Subjects were male and female pupils in a desegregated elementary school with a student body composed of 32 per cent lower class blacks and 68 per cent middle class whites. The sample ratio was 42 per cent black and 48 per cent white. Interpersonal distance and angle of orientation, gaze direction, status, position, locomotion, sex, race, smile, and audible communication of dyadic subjects were the variables observed. A simple observation

technique was used to gather data, with the observer present--sitting or standing in the least conspicuous place availabe. Subjects were not aware of the nature of observer's interest and recording. Selection of Dyads for observation was made by the sequential scan method, with the observer noting the nearest pupil. Five hundred dyads were observed.

84. Powell, Evan R.; Dennis, Virginia Collier. Non-Verbal Communication in Retarded Pupils. 1973, 9p. ED 075 970

*Educable Mentally Handicapped; *Exceptional Child Research; *Interpersonal Relationship; Mentally Handicapped; Nonverbal Communication; Racial Factors; *Spatial Relationship; Student Teacher Relationship; *Trainable Mentally Handicapped

Thirty educable mentally retarded (EMR) and 20 trainable mentally retarded (TMR) black or white pupils were observed interacting with classmates and 25 teachers in a retardation center. Multimodal communicative behavior was noted, with focus on interpersonal spatial distance as one index of relationship and affect between interacting partners. Empirical data collected on 1,400 dyads with the use of the Dennis Infracommunication Analysis Device showed that EMR pupils and TMR pupils communicate with their classmates at the same mean distance. In across race pupil/pupil dyads, the white pupils set the distance. White pupils also maintained closer distance with each other than did black pupils. TMR pupils interacted with their teachers at closer range than with other TMR pupils, though EMR pupils interacted at moreintimate distances with other EMR pupils than with their teachers. Other factors bearing on non-verbal communication appeared to be angle of orientation, gaze, kinesics, and kinesthetics.

85. Quilitch, H. Robert; And Others. The Organization of Group Care Environments: Toy Evaluation. 1972, 23p. ED 078 929

Adolescents; Behavior Patterns; Children; Manipulative Materials; *Play; *Selection; *Social Behavior; Technical Reports; *Toys

The selection of play materials has long been of concern to parents and educators. Many play materials simply do not engage children. In this study toys were openly displayed for free selection and play within a children's recreation center. Data were collected on the subject population, toy selection and toy usage. The results indicated that children's play behavior is lawful and highly structured by the available play materials. Thus,one may accurately predict the type of play behavior which individual toys will elicit in children.

86. Reeves, John M.; Michael, William B. The Modification of Age-Specific Expectations of Piaget's Theory of Development of Intentionality in Moral Judgments of Four- To Seven-Year-Old Children in Relation to Use of Puppets in a Social (Imitative) Learning Paradigm. 1972, 9p. ED 063 977

Hard Copy not available from EDRS.

Analysis of Covariance; Behavioral Science Research; *Behavior Development; Child Psychology; *Discrimination Learning; Experimental Programs; Film Study; Kindegarten Children; Middle Class; Preschool Children; Puppetry; *Social Development; *Social Discrimination; Visual Perception

The purpose of this investigation was to ascertain whether the age specific expectations of Piaget's theory (1965) regarding the development of moral judgment in children from four to seven years of age were modifiable through use of a certain adaptation of Bandura nd McDonald's imitative learning paradigm which had utilized adult models. In this study of pro-social learning of pre-school and first grade children, an adaptation of the social learning paradigm involved the introduction of a 20 minute film (1) using glove-type, hand manipulated puppets as models to act out Piaget-type stories, and (2) affording vicarious reinforcement froma six-year-old peer throughout the treatment in an effort to maximize the resultant acquisition of those moral judgments that involve the distinction between social acts of intentionality or accident. Studied were 80 children enrolled in six public and private schools from middle class socioeconomic backgrouds, in the area of Redlands-San Bernardino, California. Pretest results showed that there were no significant differences between the subjects across all age categories from four- to seven-years. The variable of age, for both the two-week delayed posttest, yielded no significant differences in average performance. It is concluded that the use of the film was a vehicle for promoting moral development and that the posttest results afforded a basis for questioning the age-specific expectations of Piaget's theory. Not avaiable in hard copy due to marginal legibility of original document.

87. Rich, H. Lyndall. The Effect of Teaching Styles on Student Behaviors as Related to Social-Emotional Development. 1973 59p. ED 075 376

Educational Research; *Elementary School Students; *Emotional Development; *Social Development; *Teacher Influence; Teaching Methods; *Teaching Styles; Teaching Techniques

The purpose of the research was to determine the effects of direct and indirect teaching style on elementary students ranked "high" and "low" in social-emotional development. Twenty teachers who demonstrated direct and indirect teaching styles were identified; 94 elementary students were ranked high and low, based on five measures of social-emotional development. The review of research indicated that an educational environment compatibly matched with student development would produce significant gains. A 2 x 2 design was employedwith "matched" (direct-low and indirect-high) and "mismatched" (direct-high and indirect-low) groups. Reading instruction was conducted daily for a minimum of 20 days. Observation and paper-and-pencil techniques were used to collect in-class data. It was concluded that students demonstrated greater cognitive and affective gains when instructed by teachers whose styles were consistent with the student's level of development. Recommendations for education and research were derived.

88. Rothenberg, Barbara B. A Pilot Study of Young Children's Coping Strategies. Final Report. 1971, 130p. ED 059 515

*Adjustment (To Environment); *Child Development; Children; *Parent Child Relationship; *Peer Relationship; Personal Adjustment; *Personality Development; Social Adjustment

This study deals with the development of techniques to measure the area of childhood personality development known as coping ability. Coping ability can be seen in children's ways of handling unfamiliar and stressful situations and is a skill that is seen as likely very influential in an individual's total development, both social-emotional and cognitive development. The report describes the situations and procedures that were developed to elicit coping behaviors. Further, methods of observing, recording, and categorizing coping were also presented. The objectives of this pilots study were to determine whether a useful set of contrived or staged techniques couldbe developed that would elicit many of the coping behaviors a child might reveal in his natural enviornment. The preliminary results showed that the younger children aged 3 and 4 years showed different coping styles than the 5, 6, and 7 year olds and that a hierarchy or more to less mature forms of coping could possibly be developed in future studies. Some recommendations for futher work in this area were suggested.

89. Schwarz, J. Conrad. Effects of Teacher Behavior Modification on Unresponsive Students. Final Report. 1971, 61p. ED 063 051

Behavior Change; Interaction Process Analysis; *Interpersonal Competence; *Nursery Schools; *Preschool Children; Rating Scales; Reinforcement; Research Projects; Social Immaturity; *Student Teacher Relationship; *Teacher Behavior

This study was concerned with the classroom adjustment of the nursery school child and the role of the teacher as a facilitator of change in adjustment. The first objective was to increase the value of the teacher's social responses of attention and approval in children who seemed to value these responses least, and the second objective was to assess whether an increase in the value of the teacher's social responses would produce increases in classroom adjustment. One member of each of 12 pairs of low attraction children was rendomly assigned to the experimental condition, and the other was assigned to the control condition. The assistant teacher in each class served as the treatment agent who implemented a 19-session program of interaction with the child. The treatment program, derived from principles of desensitization and positive attitude conditioning, was designed to reduce aversion or dislike and increase attraction to or liking of the teacher. All nursery school children were pre- and post-tested on a 26-item rating scale of classroom adjustment. Significant increases were shown in social interaction and compatibility by the children nominated as shy/aviodant or unresponsive.

90. Selman, Robert L. A Structural Analysis of the Ability to Take Another's Social Perspective: Stages in the Development of Role-Taking Ability. 1973, 31p. ED 081 486

*Early Childhood; *Logical Thinking; Longitudinal Studies; Models; Moral Values; *Role Playing; Self Concept; *Social Development; *Socialization; Social Values

This report focused on the analysis of the concept of social role-taking (social perspective-taking) from a structural or Piagetian point of view. The stages of social role-taking were defined, in accordance with structural criteria, to try to indicate why, for given stage, each aspect of the stage logically implied each other aspect. The description attempted to make clear that the definition of an invariant sequence of stages implies a logical order among the stages, that is, the Stage 2 must imply Stage 1 but must not imply Stage 3. Such logical order within a stage and between stages implies that the stages themselves involve logical social operations or social relations. The longitudinal and cross-sectional data seem to support this structural-developmental point of view of the concept of social role-taking.

91. Sigel, Irving E.; And Others. Psycho-Educational Intervention Beginning at Age Two: Reflections and Outcomes. 1972, 50p. ED 068 161

Behavioral Objectives; Child Development; *Cognitive Development; Cognitive Objectives; Comparative Testing; *Compensatory Education; Concept Formation; Curriculum Development; *Early Childhood Education; Evaluation Techniques; Experimental Programs; Inservice Teacher Education; *Intervention; Low Income Groups; Negro Youth; Rating Scales; Research; Sex Differences; *Social Development; Speeches; Test Results

The early childhood education project (ECEP) is an experiment in the effects of educational intervention of two-year-old first-born children from improverished black families. Twenty ECEP children were compared to a control group on the basis of a battery of pre- and post-tests after six months of intervention training. Teachers attempted to develop social-emotional adjustment and cognitive behavior. Training occurred in both group and tutorial sessions. Narrative observations, rating scales and observation of test-related behaviors were measures of social-emotional development and a battery of tests measured cognitive skill. Preliminary findings indicate that the intervention program was effective in the development of cognitive skills, especially in language, pantomime, seriation and train building. Only sex differences are compared for social-emotional development. Boys were more cooperative, defended their possessions and were more aggressive to people and objects than girls. Girls were more complaint to demands and initiated more interactions with teachers.

92. Smith, H. W. Interaction Process in Small Groups of Varied Ages. 1971, 12p. ED 056 338

*Age Differences; Child Development; Developmental Psychology; Group Dynamics; Individual Development; *Interaction; Interaction Process Analysis; Maturation; *Physical Development; *Social Development; Socialization; Social Maturity; *Social Psychology

Data are presented which show: (1) that differences between adult and child psyches have important implications for age-stratified interaction process; and (2) that adult-child interactional differences cannot be solely attributable to genetic or psychological differences but that they are in part due to social factors. The data are based on like-aged, like-sexed gros of 4, 5, 6, 8, 10, 13, 16, and 20 year olds which are comparable with regard to personal and social characteristics,

group size and number of sessions met. Behavioral stratification at various age levels was analyzed on the basis of: (1) who-speaks-to-whom data; (2) power and status distribution; and (3) the direction of interaction..Results suggest that, contrary to what is usually thought, child-adult qualitative interaction differences are more directly attacked through quantitative comparisons. Certain of the data suggests that, while physical maturation may be slow enough to hinder the child's complete attainment of adult interpersonal styles, children may also lack adult interaction structure due to poor, or imcomplete, socialization.

93. Smith, Linda I.; And Others. Behavioral Prescription Guide. Manual IIc: Social. Parent/Child Home Stimulation 'The Marshalltown Project'. 1973, 203p. ED 079 920

*Behavioral Objectives; *Diagnostic Teaching; Disadvantaged Youth; *Early Childhood Education; *Exceptional Child Education; Handicapped Children; Home Instruction; Infancy; Parent Role; *Social Development

Presented is the Marshalltown Behavioral Prescription Guide for social development which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of handicapped and culturally deprived infants and preschool children. The guide is intended for use prior to a weekly home visit, which results in a weekly prescription left with the parents. The program is described as involving a 6 hour orientation course and monthly meetings for parents to allow them to introduce the management procedures and chart the child's progress. It is hoped that parents will eventually be able to use the program materials directly. Each of the 117 profile items are presented individually in terms of profile number, behavioral definition, cue/s, measurement criteria, materials needed, and behavioral objectives and strategies. Sample prescription forms are also included. The following are examples of profile items: smiles and vocalizes to mirror, gives kisses, carries or hugs doll, uses spoon appropriately, separates from mother readily, takes turns, feeds self, apologizes, relates dreams, and demonstrates dialing of own phone number.

94. Spahn, Lee P. Developmental Group Counseling in the Elementary School. 1971, 32p. ED 060 487

*Developmental Guidance; *Elementary School Students; *Group Counseling; Human Development; *Interpersonal Relationship; Peer Acceptance; *Peer Relationship

This study is concerned with whether developmental group counseling will inprove peer relations in the elementary school classroom. It was hypothesized that developmental group counseling would improve peer relations. Group counseling in the schools seems particularly appropriate because of the nature of both the setting and the students. The elementary school student is at a stage in life in which it is inevitable that he will decrease his total dependence on adult models and seek identification with his peers. Group counseling can provide opportunities for peer interaction in the presence of an understanding adult and without being dependent upon powers of censure and approval. Developmental group counseling provides the opportunity for each child to engage in an interpersonal process, through which he works in the peer group, to explain his feelings, attitudes, values, and problems, with the result that he is better able to deal with developmental tasks. Results showed that third grade boys and girls showed the greatest improvement in sociometric status; and girls at all grade levels profited more than the boys.

95. Spaulding, Robert L. Effects of a Five-Year Compensatory Education Program on Social, Intellectual, Linguistic, and Academic Development. 1972, 68p. ED 067 165

Academic Achievement; Behavioral Objectives; Classroom Techniques; Comparative Analysis; *Compensatory Education Programs; Disadvantaged Youth; *Early Childhood Education; Educational Experiments; *Intellectual Development; Intervention; *Language Development; *Social Development; Statistical Data; Technical Reports; Tests

Effects are reported of a Durham, North Carolina Education Improvement Program (EIP), a five-year compensatory education program, on social, intellectual, linguistic, and academic development of disadvantaged children. Regarding socialization, changes in social behavior are found to be more a function of specific settings variables, especially teacher behavior, than entry age. The program also reverses the decline in tested IQ, after age two in children with no pre-school experience, and it in fact increases his Standford-Binet score. Although the program does not seem to have different effects on language development in comparison with children in various control groups, it is significantly more effective if continued for two school years or more and when the age of entry is four years. However, in regard to academic performance, the children in the education improvement program are not found to perform as well as children at the end of the first year of primary school. After two or three years of the EIP ungraded primary experience, the EIP pupils on the average score higher than their controls, but the differences are non-significant.

96. Spaulding, R. L. The Coping Analysis Schedule for Educational Settings (Cases). 1973, 8p. ED 076 694

*Adjustment (To Environment); *Behavior Rating Scales; *Measurement Instruments; *Observation; Performance Criteria; Personality Assessment; *Personality Development; Personality Tests; *Social Development

The goals of early childhood educators are commonly expressed in terms of social and intellectual development. The Coping Analysis Schedule for Education Settings (CASES) is designed to measure social development. Its use in programs designed to increase social skills and coping ability in the school environment is described. The presentation will include discussion of performance criteria, CASES categories, relationships of CASES categories to dimensions of personality derived from ego theory, CASES Styles reflecting personality types, methods of training observers, observer reliability, data gathering procedures, data processing, results of validity studies, and program evaluation using CASES behavior style coefficients as dependent variables.

97. Steinfeld, Jesse L. Statement Before the Subcommittee on Communications of the Senate Commerce Committee. 1972, 9p. ED 060 663

Aggression; Children; *Commercial Television; Federal Government; Programing (Broadcast); *Social Behavior; Television Research; Violence

From a review of the scientific advisory committee's report and the five volumes of research on television and social behavior, there is an overwhelming consensus that televised violence does have an adverse effect on certain members of our society, and that the broadcasters should be put on notice. While the method of selection and the final composition of the scientific advisory committee might have favored the networks, it is significant that a unanimous report was filed. It is important to emphasize at this point that "no action" in this social area is a form of action: it is an acquiesence in the continuation of the present level of televised violence entering American homes. The department of Health, Education, and Welfare stands ready to assist those concerned with television programming by providing scientific information and advice, and the Federal Communications Commission, members of the academic community, other legislators, and members of the broadcasting industry will have suggestions for reducing televised violence and including more programming designed to induce prosocial behavior. The committee's report, then, represents a step forward and should provide a stimulus to other social scientists to build on the solid foundation which has now been erected.

98. Sutton-Smith, Brian. A Developmental Structural Account of Riddles. 1973 8p. ED 080 213

*Ambiguity; *Cognitive Development; *Elementary School Students; *Interpersonal Relationships; Junior High School Students; *Language Development; Social Behavior; Verbal Communication

This study links the Piagetian categories of classification with an analysis of the structure of riddles. Subjects were 623 elementary junior high school students from small towns in Northwestern Ohio. The children provided experimenters with riddles and each riddle was scrutinized for possible inclusion in the following categories: (1) pre-riddle, (2) implicit reclassifications, (3) riddle parodies, (4) non-criterial relationships, (5) Explicit reclassifications, (6) non-criterial classifications, and (7) multiple classifications. A riddle was defined as a puzzling question with an answer made arbitrary because the subject was expecting to react to meaning A but was given meaning B, and systematic because meaning A and B shared another semantic relationship. Results of the study indicate that riddles typify: (1) the preoperational period, (1st-2nd grade), (2) the two dimensional (3rd-4th grade), and (3) the focus on behavioral expectancies (5th and up). The riddle can be seen as a working model of the child-adult relationship of oral interrogation, ambiguity and humiliation.

99. Taylor June A.; And Others. Socialization of Aggression in Low Income Rural Appalachian Children. 1973, 17p. ED 094 043

*Aggression; *Child Rearing; Cultural Factors; Discipline; *Low Income Groups; Punishment; *Rural Areas; *Socialization; Social Values

A descriptive analysis of the socialization techniques and values for aggression of a sample of 188 parent sets from a southern Appalachia county was described. The parents were at a lower class occupation and income level. Data were collected by interviews in the home. The 57 separate items in the mother interview and the 40 items in the father interview covered the same child rearing variables. The major conclusion was that the sample parents did not approve of aggression toward parents but did tend to approve of aggression to peers. The techniques used to bring about these specific behaviors were generally punitive. On the rating of punitive techniques used for misbehavior, mothers scored higher than fathers on all counts. The implications of the findings from this as well as other pertinent studies in the literature were discussed.

100. Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. Mexican American Education Study. 1973, 68p. ED 073 881

*Anglo Americans; *Classroom Integration; Educational Equality; Grade 4; Grade 8; Grade 10; Grade 12; *Interaction Process Analysis; *Mexican Americans; *Teacher Influence

Teacher-pupil verbal behavior in the classroom was assessed to discover if any significant differences existed in the interactions of teachers toward Mexican American and Anglo students. Classrooms were observed in 52 rural, urban, and suburban schools in California, New Mexico, and Texas with a substantial enrollment of Mexican American students. Data from 429 English and social studies classrooms in grades 4, 8, 10, abd 12 were analyzed using the Flanders Interaction Analysis system to code teacher-pupil interactions and 22 school, classroom, and teacher characteristics. The differences in the way the teacher interacted with students were measured by the disparities in the Anglo and Mexican American per pupil measures which were calculated for each type of behavior. The coding of the classroom interaction was done every 3 seconds for 10 minutes in each classroom by 5 observers. The observers also coded observed teacher and classroom characteristics, briefly interviewed the teacher, and made a seating chart of the location of each chair and the ethnicity of each occupant while in the classroom. Data were also collected as to whether each observed classroom was tracked and to what degree. Significant differences were found between Mexican American and Anglo students in terms of teacher praise of encouragement, acceptance or use of student ideas, questioning, positive response, all noncriticizing talk, and all student speaking. Related documents are ED 052 849, ED 056 821, and ED 062 069.

101. Understanding Others: Quality Education Program Study. Booklet 2 (Description) and Booklet 2-A (Needs Assessment). 1971, 82p. ED 063 362

*Behavioral Objectives; *Educational Programs; *Educational Quality; Ethnic Relations; Goal Orientation; *Social Behavior; *Student Behavior

Categories of effective and ineffective behavior in regard to goal two of the quality education program (understanding other social, cultural, and ethnic groups) are listed. Both the rationales for areas of effective student behavior and the categories or teacher strategies are also included.

102. Unit on Human Feelings and Relations. 1970, 30p. ED 065 407

*Affective Objectives; Communication Skills; Elementary Education; Group Relations; *Human Relations Units; *Interaction; *Interpersonal Relationship; Role Playing; Secondary Education; Slow Learners; Social Integration; Social Relations; *Social Studies Units

The human relations units, intended especially for the benefit of slow learners who may have emotional problems but also valuable for other children, help students become more aware of the dynamics of intra and interpersonal relations. Emphasis is upon involving all class members in participation at their own level. Discussion of all common concerns is a primary technique involved in the units stimulated by pictures, stories, and role plays. Students discuss feelings of anger, fear, love, hate and anxiety; types of circumstances; how to deal with circumstances; and how our feelings affect other people. Three units, each of which combines a dramatic picture, an incomplete story, and a role play are presented. Units can be given in a single day or over a period of weeks, and may be used in a sequential manner or altered by the teacher.

103. Walden, S. Bernie; And Others. Cross References for SECDC Documents. 1971, 92p. ED 057 543

Emotional Development; *Exceptional Child Education; *Mentally Handicapped; Publications; *Resource Guides; *Skill Development; *Social Development; Teaching Guides

The guide cross references publications of the special education curriculum development center (SECDC) prepared for inservice training programs of teachers of the mentally retarded in Iowa. It is intended to assist teachers in locating materials in SECDC documents that pertain to teaching a particular concept. Materials, divided into 20 major concept content areas, are grouped into three major divisions: social/emotional content areas; skill development content areas, and practical arts content areas. Under each concept are listed the page numbers of sections or units within SECDC documents which relate to the teaching of that concept.

104. Watts, Jean Carew; And Others. Environment, Experience and Development in Early Childhood. Final Report. 1973, 336p. ED 082 824

Case Studies; *Environmental Influences; *Intellectual Development; *Longitudinal Studies; Observation, Parent Child Relationship; *Preschool Children; Questionnaires; *Social Development; Socioeconomic Status

This document briefly describes Phase I of the Preschool Project. The research from 1969-72, Phase II, focuses on how the experiences and environments of highly competent and less competent children differ in early childhood. It is theorized that intellectual development is a function of a child's interaction with his human and physical environment. The project is categorized as a natural experiment because researchers (1) observed children in their natural milieu, (2) emphasized the role of normal experiences in intellectual and social development, and (3) examined children from contrasting socioeconomic groups based on their predicted level of social competence by age 3. Subjects, 40 normal children, ages 1 to 3, were tested periodically on intelligence and social competence. Observational instruments were developed to measure the effects of the human and physical environment. Four case studies illustrate different kinds of environment and developmental patterns. Discussion of the nature-nuture controversy includes implications for the interactional model of development on which the study is based.

105. Wax, Murray L. Peer Societies of Indian Children and Their Relationship with Education Problems. A Position Paper. 1970, 11p. ED 057 952

*American Indians; *Community Study; *Cultural Differences; *Peer Relationship; Research Methodology; *Research Needs; Social Values

A survey of research on the peer society of american indians reveals that little is known about his topic. American indian populations, especially peer societies of young indians, constitute one of the most difficult groups on whom to conduct research. Although indian students respond docilely to self-administered questionnaires, such instruments are relatively imprecise for reporting the nature of indian peer societies. One basic method suggested for gathering data is the community study type. The best research procedure would involve relatively lengthy subprojects by small research teams, each consisting of 1 or 2 graduate students at the doctoral level. When the subprojects had been completed, it would then be possible for a "principal investigator" to review the findings in order to judge how survey or other techniques might be utilized in order to generalize the findings.

106. Willie, Charles V. The Social Adjustment of Neighborhood and Bused Children. 1972, 12p. ED 073 852
HC not available from EDRS.

*Bus Transportation; Elementary Grades; *Negro Youth; Rating Scales; School Integration; *Social Adjustment; Socioeconomic Background; Teacher Attitudes; Technical Reports

A study was conducted during the 1964-65 school year to determine the kinds of social adaptation made by inner-city black children who were bused to two middle-class, predominantly white elementary schools and by white students new to the same schools. Two-way social adjustment ratings (from students and teachers) were obtained on about half of the black students and about 3/4 of the white students. Results showed that a majority of the children, black and white, adjusted well to their new school. A discrepancy existed between the opinions of teachers and students about their adjustment; teachers tended to rate white students as well adjusted more frequently than they themselves did and black students as poorly adjusted more frequently than they themselves did. It is considered that this tendency on the part of the white teachers may result from a persistence of racial myths and social Darwinism. It is also suggested that, considering the weight a teacher's opinion carries, the maladaptations which are said to exist among some low-income minority group students may be a self-fulfilling prophecy.

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